ADULT LEARNING ABOUT CANADA

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INTRODUCTION

The agreement between the Government of Canada (Secretary of State of Canada) and the Ontario Institute for Studies in Education (Department of Adult Education), dated March 12, 1982 (see Appendix A), describes a. its purpose:

> To establish the answers to the following questions:
>
> (a) To what extent do adult Canadians learn about their country?
>
> (b) What do they learn about their country?
>
> (c) How do they acquire their learning?
>
> (d) What other areas of learning about their country interest them?
>
> (e) What alternative methods of learning exist to provide opportunities to learn about Canada?
>
> (f) Do these alternatives address national issues within a regional or provincial context or with a national perspective?
>
> (g) What national issues do adult Canadians wish to learn about?

The distinctiveness of this study rests on its orientation toward "learning", in contrast with a more conventional orientation toward "education" or "knowledge", as is implied in the term "Canadian Studies." Learning implies activity by individuals, activity directed toward future accomplishment, often the solution to a problem, enhancement of life conditions and personal well-being. Canadian Studies imply, among other things, an educational undertaking and a body of information or knowledge. An educational undertaking is a socially organized means for facilitating the acquisition of information and the inquiry into Canadian issues; while knowledge is a product or possession which can be acquired by individuals or the collective social group.

The distinction between learning and education is both real and important. It is not always clearly understood, a fact which often leads to confusion and, in this case, could seriously distort the significance and meaning of the study. For example, in the statement of purpose listed above, the word "learning" is used with two different meanings. To us, statement (a) implies a need to determine the amount of time individual Canadians devote to the activity of learning about Canada, as compared to the time they devote to learning about other things; while statement (c) implies that learning can be measured as an outcome, product, or possession, that is, as something--information, knowledge, skill or attitude--an individual can acquire, rather than as something an individual does.

In this report, our use of the term learning must be understood as an activity in which an individual engages rather than as a product. Maintaining this orientation results in some particular consequences. We believe these are essential to the understanding of our findings and to the application of this information to future activities undertaken under the rubric of Canadian Studies.

First, we have not investigated the results or outcomes of the learning activities reported to us, except very indirectly. That is, we have not routinely inquired about the information, knowledge, skill or attitudes which may have resulted from learning activities. Such questions were asked only in special instances in which interviewers were curious enough to inquire further and to report their findings to a member of the research team. Further, we have assumed that an evaluation of the outcomes of learning is best left to the judgment of the learner. We were interested in the degree to which time, commitment, will and attention had been devoted to Canadian matters.

Second, the term Canadian Studies implies the existence of a curriculum or body of knowledge about Canada and Canadians which can be acquired. The only curriculum which we have reported is that which was identified by the learners as being related to Canadian issues.

Our approach to learning necessitates some comment on a recent document provided by the Department of the Secretary of State entitled, "Guide: National Program of Support for Canadian Studies, 1981-1984" (released in December, 1981). Our comments are intended to clarify our approach; to indicate the specific relevance and significance of our findings to the ministerial guidelines; and to establish the groundwork for proposing an alternative approach to Canadian Studies which has the intent of complementing and extending existing approaches through the formal educational system.

In the guidelines, the Minister is quoted as saying that:

> I am convinced of the need for greater knowledge of ourselves, our history and our achievements, as well as for greater recognition of our potential as a nation. It is impossible to deal effectively with issues of our day and age unless our efforts are built on the strongest foundation of self-knowledge.

The guidelines continue:

> The definition (of Canadian Studies), as it relates to the National Program of Support for Canadian Studies, is based on the four components of Canadian Studies identified in Teaching Canada for the 80's. . . . Canadian Studies are teaching, research, development of materials, exchanges and other activities which promote knowledge of Canada in four areas: the environment (physical, social, and cultural); the political system; the economic system; special public

> issues of national scope which become important to Canada at a point in time such as the Canadian North, energy or the constitution. . . .
>
> This approach aims to diversify Canadian Studies activities and approaches to areas of knowledge which are of particular relevance and significance to Canadians at the present time. (Department of the Secretary of State, "Guide: National Program of Support for Canadian Studies, 1981-1984." Ottawa: Secretary of State, December 1981, p. 2)

The Minister's statement emphasizes the knowledge component of the program but does not refer to the term "appreciation" nor to a second component included in earlier documents from the Department. The second component, reflecting a concern for cultural diversity and national identity within the Department, stated that federal support for Canadian Studies was intended to foster "an enhanced sense of Canadian identity among Canadians regardless of cultural, economic, social, educational and regional backgrounds" (memo on National Program of Support for Canadian Studies from J. Desroches, n.d.).

It may be that the Minister's statement is based on an assumption that increased knowledge would lead inevitably to fostering appreciation, cultural diversity and national identity, although there is little evidence to support this assumption. Or it may be that the idea of identity was thought to be too vague and ill-defined to be included in the specific objectives of the government program. While the subject of Canadian identity has enjoyed a good deal of ink and loose talk in the past 20 years, there is an emotional warmth and vivid colouration about the term that mere knowledge does not convey. While inferring that an enhanced sense of identity results from learning about Canada may be as risky as inferring it from knowing about Canada, we believe that our approach will allow new interpretations to be made of the more general and inclusive language of both overall objectives, based as they are on such words as identity and appreciation. The act of learning does involve some of the passion that a sense of identity reflects, simply because it is a voluntary act of will and personal commitment. Those of our respondents who told us that they had been learning about Canada, were also telling us implicitly that they had freely, energetically, and often passionately directed their attention to matters about Canada which concerned them. They also told us, both directly and indirectly, that they believed they were enhancing their membership in Canada as fully enfranchised Canadians, with the right to speak both publicly and privately on Canadian issues. Our experience, as adult educators, has been that an enhanced feeling of membership is a quality of experience accompanying the activity of learning in all settings. Such activity must be encouraged by any society if it wishes to continue as a distinct and distinguishable society.

The Minister's statement, in referring to "areas of knowledge which are of particular relevance to Canadians at this time," prompts some consideration of the activities which might be provided or funded by a governmental program. The guidelines identify such activities as including:

(a) encouraging the development of new knowledge and ordering existing materials into a pan-Canadian perspective;

(b) organizing and promoting opportunities for teaching, research, study and learning about Canada, through activities suited to the varied ways in which individuals learn; and

> (c) packaging, exchanging and popularizing information about Canada and disseminating such information in order to "market" Canada to Canadians. (Excerpted from "Guide: National Program of Support for Canadian Studies," p. 3)

Our concern about such provided or funded activities, with regard to adult learners, can be regarded as a simple piece of andragogical advice: if we wish Canadians to learn about Canada, we must start with their interests, their concerns, their needs for information and their approaches to the activity of learning. This advice has often been ignored because it is accompanied by difficulties, not the least of which is discovering what interests, concerns, needs and approaches exist within the population. It remains unclear in the guidelines how matters of "relevance and significance" are to be decided. If, as is common in most educational endeavours, it is to reflect the conclusions of a small number of experts or leaders of the programs in question, then matters of relevance and significance will reflect what these persons believe ought to be regarded as significant by most Canadians. If this is not to be the case, then the issue of determining relevance and sigificance will become a technical problem which cannot be dismissed. The guidelines appear to address such concerns in three ways: through the creation and organization of new knowledge; organized (and therefore relatively formal) activities of teaching, research, study and learning; and the packaging and disseminating of information. Further, the guidelines suggest that relatively more emphasis will be given to the latter activity and to marketing Canada to Canadians. The implication is that attempts will be made to persuade Canadians to learn more about a selected and limited range of concepts about their country.

We believe that there is a need to support a formal system of Canadian Studies, and to include in such programs consistent concepts, particular visions and accepted interpretations of Canada. If we wish to achieve the general overall objectives outlined in Departmental guidelines, particularly with respect to the informal learning in which most adults engage, then formal educational programs cannot be the full extent of Canadian Studies. The Minister's concerns about "knowledge of ourselves, our history and our achievements" and "the strongest foundation of self-knowledge" must be met through more than just the accumulation of well-packaged information about our past and present.

Among other things, we, as Canadians, must develop an awareness and an understanding of the nature of our relationships to our country and to other Canadians, as well as discovering the means to express ourselves as Canadian citizens. This, too, is self-knowledge, but of a different sort from that conveyed by the term "knowledge of Canada." The need for this different type of self-knowledge by individuals is translated into activities; forms of behaviour which are frequently ignored or barely acknowledged by the government in the presentation of information. This occurs despite the fact that, as observations of the actions of new arrivals to this country indicate, such relationships and forms of personal expression are the most critical problems to be solved. Our society has a specific and limited range of behaviours and approved relationships which it will tolerate. For example, Italian-Canadians have recently learned that dancing, drinking and general revelry in the streets will be whimsically tolerated on very special occasions, but never as a weekly habit. And while "holy men" are not tolerated here to the degree they are in India, permission is given for the public solicitation of funds on designated days by the volunteer workers of legitimate voluntary agencies bent on the accomplishment of good works.

It is impossible to overemphasize the significance and central role which learning plays in the life of an individual, although not all individuals define their daily coping, adapting, and intentional changing as "learning." If one knows what, where, when, with whom, with what intent, and how an individual learns, then one also comes to understand that particular individual's sense of identity, esteem, allegiances, and potential as a Canadian citizen.

We have assumed that if we find among our respondents substantial commitments to learning things that fit into a reasonable definition of what is "Canadian," then we can argue that our sense of identity and appreciation, even when unaccompanied by the correct regurgitation of knowledge, is more pronounced than has generally been supposed by the results of Gallup Polls and various reports of the past two decades. We would also argue that the problem of defining relevance and significance is non-existent. Individuals voluntarily learn what is relevant and significant to them. Therefore, the federal government must both respond to these activities, as well as actively promote what its experts and leaders deem to be relevant and significant to the government. If what is important to a substantial number of citizens in any country varies markedly from what the authorities believe ought to be important (as was the case in pre-revolutionary America and Russia or more recently in

Iran and Poland), then we can assume that learning, as an individual activity, can have a potentially explosive effect on society as a whole. If a large proportion of the citizens of any society indicate that they are devoting themselves to learning things that are clearly inimical to the interests of the State, then that State must pay attention. If a large number of our respondents report that they believe that what they are learning is "Canadian" then, in their terms, they must be correct, whether or not we--or the Secretary of State--believe it to be so.

While there has been no attempt in this exploratory study to achieve statistical significance, we believe that our selection of respondents was sufficiently random to ensure that the evidence we will present is representative of the behaviour of Canadians and, as such, should be taken very seriously indeed.

In short, we are suggesting that for the purposes of the entire enterprise of Canadian Studies, it is more important to know what learning activities our citizens are engaged in at any one time, than it is to decide what to try to teach them; more important to know how they learn, than to decide what they should learn through packaged information; more important to package information to facilitate learning, than to market Canada.

Such an awareness of learning, particularly when interpreted this way, brings certain consequences. First, learning is carried out in a variety of roles well beyond that of student, the role implied by Canadian Studies. It must be acknowledged that both the formal student and informal learner roles are important and must be supported, and that a variety of different kinds of information must be provided. Second, the existence and meaning of such roles must be determined by discovering what people do, not by asking them what they know. Third, learners simultaneously create their own content or curriculum, set their own pace, and make their own evaluations. To attempt to impose any one or all of these will, however unintentionally, tend to reduce the activity involved. Finally, it must be remembered that learning is an activity, not a conclusion or possession; and if it is to be nourished, it must be viewed as a series of desirable and supportable activities, ones which will be repeatedly renewed.

It is possible that the concept implied in the phrase, "specific public issues of national scope which become important to Canada at a point in time," ought to be separated from the concepts of knowledge, appreciation, cultural diversity, national unity and Canadian identity. The concept of specific and timely issues is one of the principal means for engaging the attention of Canadians and encouraging them to learn about Canada, as well as being specialized subject matter. While the list of knowledge areas described in the guidelines is admirably inclusive, the topics are not described as they would be by individual learners. For example, the formal topic "the political system" might be described by a learner as a learning project "to learn how to run for political office"; or "the cultural environment," as "learning about and carving historically accurate duck decoys"; or "the economic system," as "learning how to survive on unemployment insurance." Furthermore, native studies, ethnic concerns, and inter-cultural comparisons are invariably described as anthropological courses in Canadian Studies outlines, a term which does not enter into the concerns of daily living.

It is important for the federal government to decide whether a federal program for Canadian Studies is to be regarded as a supportive, stimulative, or persuasive undertaking. It might be argued that Canadians need to be persuaded to learn about Canada in general, as well as to learn about particular aspects of their country. On this basis, the government might provide information, access to deliberate teaching, and a range of incentives for Canadians to so engage themselves. Such activities would be highly visible, describable, to some extent measurable in terms of their results, and bring great satisfaction to administrators and politicians, without necessarily meeting the needs of individual Canadians.

On the other hand, it might be argued that Canadians are learning a great deal about their country on their own terms and in their own ways. On this basis, the federal government might reduce obstacles to that learning, provide generalizable and easily accessible information and resources which would be available for use by individuals as desired and when needed. Such activities are difficult to observe or even define, are rarely measurable in specific terms, and are often the despair of program evaluators, cost-benefit analysts, and political decision-makers. While arguments can be made for either or both of these choices, the federal government needs to decide which of the two, or how much of both, it is prepared to support, at any given time and through any specific activity.

The remainder of this report will provide the following:

1. A description of the methodology used and a discussion of its strengths and weaknesses and of its potential for use on a

more regular basis. For example, a modified version of the questionnaire might be used with a larger, more statistically significant sample, at regular intervals, to provide the federal government with a "learning census." The published results of such a census might be comparable to annual reports of the Economic Council of Canada and provide the government with a clearer picture of what Canadians are learning about Canada. Also, it was clear to us that the interview process itself had a generally positive effect on both interviewers and individual respondents. Therefore, a learning census might have the beneficial effect of increasing a sense of Canadian identity, while at the same time providing various levels of government with valuable information.

2. An explanation of how learning projects were designated as being Canadian-related, through the use of examples selected from specific respondents.
3. A descriptive summary of the respondents and the learning projects they reported having carried out during the twelve-month period ending in the spring of 1982. Respondents have been described by the demographic characteristics of age, sex, schooling, and region of Canada. Learning projects were sorted and categorized by topic and a sample of Canadian-related projects were coded for statistical analysis. Learning projects are described on the basis of:
   (a) the extent of their national or regional perspective;
   (b) whether the learning involved was viewed as public or private in nature;

(c) how the activity was planned and conducted;

(d) what resources were used;

(e) what federal resources were used and what additional resources might be provided in future;

(f) the amount learned;

(g) the personal enthusiasm involved; and

(h) the perceived benefit of the learning to other persons.

The question of why individuals engaged in specific learning projects will be addressed only indirectly, as such reasons can be inferred from the reports of interviewers.

4. A discussion of the relationships between the learning projects described and the more formal activities of Canadian Studies programs.

5. Conclusions and recommendations which will address the following issues:

   (a) How are we to judge the significance of the reported ratio between learning about Canada and learning about other topics? Is the ratio high enough? Is it too high? Is it possible to imagine circumstances in which the ratio could become too high? To our knowledge, there is no comparative information to be found from other countries, even from those which are viewed as accomplishing objectives related to national identity more effectively than we do in Canada.

   (b) If we believe that the ratio is satisfactory, what steps must be taken to ensure that it is maintained?

   (c) If we believe that the ratio should be higher, what steps would be necessary to increase learning about Canada? What effect would such steps have on the current balance of learning? Steps taken in the direction of providing increased or new supports could result in diminshing activities now engaged in voluntarily. Several respondents told us that they would be opposed to increased intervention from the federal government and indicated that they believed, very emphatically, that such interventions would be a waste of money.

(d) What would be the benefits, limitations, problems, costs, and so on involved in conducting a "learning census" every five years? How could such a census be conducted, and by whom?

(e) In what ways can the informal learning, currently being carried out by individual Canadians, be supported or affected by changes in the formal Canadian Studies programs, currently being offered through the post-secondary educational system?

THE INQUIRY

Methodology

To conduct our inquiry into the extent and nature of Canadian-related learning by adults, we utilized an interview methodology designed and developed by Dr. Allen Tough of the Ontario Institute for Studies in Education and his students and colleagues. Tough defines major learning efforts or learning projects as:

> . . .a highly deliberate effort to gain and retain certain definite knowledge and skill, or to change in some other way. . .Any method can be included--reading, listening, observing, attending class, reflecting, practicing, getting answers to questions--if the person's primary intention during that episode was to gain and retain certain definite knowledge and skill. The shorthand term "knowledge and skill" also includes such matters as changed awareness, competence, habits, attitudes, sensitivity, and confidence. Self-planned learning, classroom learning, learning guided by a friend or a group of peers, and learning guided by programmed instruction are all included. Non-credit learning is included along with learning for a degree or certificate. Learning for highly practical reasons--to make a good decision, build something, raise a child, perform some task--is included, as are learning efforts motivated by curiosity, interest, puzzlement, and enjoyment.[1]

Over the past fifteen years, Tough has developed an interview technique which is designed to help respondents: (i) shift their focus from learning as a relatively formal educational activity to learning as an informal, daily activity leading ultimately to changes in knowledge, skills, attitudes, meanings, values, or behaviour; (ii) delineate their learning activities as "learning projects" or a sequence of related activities which are perceived to have a beginning, to arise from personal need or desire to learn or change, and to have an identifiable, although not necessarily clearly-articulated, goal or consequence; and (iii) describe these learning projects in terms of such variables as the time involved, amount learned, current activity, enthusiasm, planning approaches, resources used, and relative benefit to others. In the many research projects carried out using Tough's methodology, these variables have been correlated with variables describing the respondents--age, sex, schooling, occupation, socio-economic status, nationality, and so on. We know of no research projects which examine the relationship between learning projects focussing on national or citizenship issues of a specific country and the respondents who are citizens of that country. Therefore, while we can make general comparisons with other research findings on basic variables such as age, sex and schooling of respondents, we can only speculate on the relationship between learning projects in general and Canadian-related learning projects in particular.

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[1] A. Tough, Major learning efforts: Recent research and future directions. Adult Education, 1978, XXVIII (4), 250-263., p. 250.

To meet the objectives of this study we have modified Tough's basic interview schedule[2] as follows (see Appendix B for complete interview schedule):

1. The introductory statement to the respondent indicated that our intent was to focus on learning related to Canadian issues, but continued by requesting that the respondent focus first on learning projects of a more general nature.

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[2] The original interview schedule was included in the proposal for this project and can be obtained from Dr. Allen Tough, Professor of Education, Department of Adult Education, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario. M5S 1V6.

2. Respondent Page #1 (coded green) was modified by the addition of several items which were viewed as having been general public concerns within Canada in the past two years.
3. After the general learning projects had been identified, respondents were asked (see Interviewer Page #6) to specify which of the identified projects were, in the opinion of the respondent, related in some way to "Canada or Canadian issues or to concerns you have as a Canadian citizen". Interviewers had recorded general learning projects on a summary data sheet (see Appendix C) for each respondent and marked those which were identified by the respondent as being Canadian-related. Interviewers were then instructed to ask the respondent to select the most important Canadian-related learning projects (up to a maximum of 6) and to complete a detailed description of these projects on separate learning project data sheets (see Appendix D).
4. In obtaining detailed descriptions of Canadian-related learning projects, questions 1 through 6 remained unchanged from the Tough schedule. Question 7 was added, and asked respondents to indicate whether this particular learning project involved a national, regional or provincial perspective, and whether it was related primarily to public or private issues. Questions 8 and 9, on planning and resources, remained unchanged from the Tough schedule. Question 10 was added to elicit information concerning the extent to which the respondent had utilized resources provided by the federal government or was aware that the federal government provided similar resources. Question 11 was added, to ask respondents what resources the federal

government could have provided, which might have made the learning project easier to carry out or more satisfying to complete. Question 12 was added to ask respondents to describe any future plans they might have for learning more about Canada or Canadian issues, to identify topics of future interest, and to indicate any resources or conditions which might be helpful in carrying out such future learning projects.

5. Interviewers were asked to indicate whether or not they agreed that the Canadian-related learning projects described, actually did focus on Canadian issues or content and to indicate, on a separate sheet for field notes (see Appendix E), any concerns or difficulties they had experienced in the interview, or any additional information which might be useful to the research team in analysing the data.

The interview schedule was modified twice during the course of the project. These modifications did not affect the questions asked, but were made to make the interviewing process easier for individual interviewers. First, the Respondent Pages were colour-coded to facilitate the telephone interviewing approach used in the Atlantic provinces. The colour-coding proved to be useful for all interviewers. Second, two of the Respondent Pages (#4 coded blue and #5 coded white) were incorporated into the Interviewer Pages to reduce the amount of paper which had to be handled during each interview. The final version, which appears in Appendix B, includes the written instructions which were sent to interviewers living in Northwestern Ontario, Manitoba, Saskatchewan, and Alberta.

The Sample

The original design of the study called for 300 interviews, to be conducted in all regions of English-speaking Canada, with adults (i.e. persons 18 years of age and over) who were not landed immigrants, who were not native (i.e. Indian, Metis, Inuit) Canadians, and who were not in full-time attendance in an educational institution. The exclusion of landed immigrants, native Canadians and full-time students does not reflect a disinterest in their learning activities, nor any assumption about their relative importance in the matter of Canadian studies, but rather reflects our conviction that these groups are of such importance as to merit specific investigations of their own, investigations which were beyond the scope of this study.

The limited numbers of interviews and our limited resources precluded interviewing English-speaking Canadians living in the province of Quebec. Accordingly we divided the 300 interviews as follows:

a) 60 interviews were to be conducted in British Columbia under the direction of Professor Gordon Selman through the Faculty of Education at the University of British Columbia;

b) 60 interviews were to be conducted in the Atlantic provinces under the direction of Professor Teresa MacNeil through the Department of Adult Education at St. Francis Xavier University; and

c) 180 interviews were to be conducted--20 each in Alberta, Saskatchewan, Manitoba and Northern Ontario; 50 in the Metro Toronto area; and 50 in other parts of Southern Ontario--under the direction of Professor Alan Thomas through the Department of Adult Education of the Ontario Institute for Studies in Education.

All interviews were to be conducted, or supervised, by persons who were knowledgeable about Tough's approach to learning projects and preferably by those who had had experience in using his interview schedule. Current graduate students were utilized in British Columbia, the Atlantic region, Manitoba, and Ontario; recent graduate students were used in Saskatchewan and Alberta. All results were to be returned to the Ontario Institute for Studies in Education for analysis by the research officer attached to the project, no later than June 1st, 1982.

The approaches used by interviewers in various regions differed somewhat and these variations resulted in some basic differences in the data produced. In the Pacific region, all respondents were selected randomly from local telephone directories, were contacted by telephone to set a time for a personal interview, and were interviewed in one-hour, face-to-face interviews. Four interviewers were used. Their approach was to ask for descriptions of Canadian-related learning projects immediately, rather than to record all learning projects first and then identify Canadian-related ones. This was done to make the best use of the time available for each interview. As a result, the data from the Pacific region do not indicate the extent to which respondents were engaged in general learning projects and do not offer a basis for comparing general learning projects to Canadian-related learning projects. In all other respects, the results obtained in the Pacific region are comparable to those obtained in central Canada.

In the Atlantic region, respondents were selected randomly from local telephone directories. A letter was sent to the person listed in the directory, usually a male, explaining the nature of the study and specifying a date at which an interviewer would make contact by telephone. Interview materials were mailed to these persons so that each would have a set of Respondent Pages, for easy reference during the interview. On the specified date, respondents were contacted and the interview conducted. This approach did not work well. The turn-down rate was close to 80%. Consequently, a second random selection of potential respondents was made. Initial contact was made by telephone and interviews were conducted at that time with willing respondents. The interviewer read the print materials over the telephone and recorded verbal responses. Three interviewers were used to complete the Atlantic section of the study. The second set of interviews eventually yielded enough data for analysis.

The data obtained through telephone interviews was later compared to that obtained through face-to-face interviews by the research officer. It seemed clear that interviews conducted by telephone differed somewhat from those conducted in person. All interviewers had some initial difficulty, in many interviews, convincing respondents that they had actually been carrying out learning projects. Tough describes the problem in these terms:

> Few people actually call their learning projects by that name; many do not even apply the term learning to their efforts. They simply regard the series of learning episodes as an interest or hobby, or as part of some responsibility. During the first few minutes of an interview, helping a person to identify his learning projects is often a challenging task. Few adults see their activities related in this way except when taking a course. . .
>
> Even though a person may have some professional interest in learning or education, he may have the same difficulty in thinking immediately of his recent learning projects. One way to bring examples to mind is to think of subjects or topics in which one is particularly interested; . . . to recall some major problems or decisions that one may have tackled recently; . . .to think of certain recent activities (such as) reading, television, travel, meetings, or group discussions (that) may have formed part of a recent learning project.[3]

It seemed clear that approaching potential respondents initially by mail or telephone gave many more individuals the opportunity to opt out of the interviewing process without even considering whether or not they had been involved in learning projects. The level of refusal in telephone approaches ranged from 60% to 80%. Approaching respondents initially in person reduced the likelihood of outright refusal to be interviewed.

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[3] A. Tough, The adult's learning projects (2nd edition). Toronto: Ontario Institute for Studies in Education, 1979. p. 14.

On the basis of a comparison among regions, those interviewers who conducted the entire interview by telephone seemed to have somewhat more difficulty in helping respondents to shift their definition of learning from activities associated with relatively formal educational programs to those associated with daily living. This process appeared to take more time when the interview was conducted through the relatively impersonal medium of the telephone. Some respondents opted out of the interview process before it was complete or the interviewer ran out of time to complete all the necessary data sheets.

A second difference emerged as we analysed the data from the Altantic region, a difference we had not anticipated. The data, as reported to the research officer, suggested that the Atlantic interviewers had maintained a stricter adherence to the concept of intentional learning than had interviewers in other regions. Therefore, learning which was a by-product of activities motivated by such needs as personal survival, family security, just plain coping or idle curiousity, were reported in the field notes of the Atlantic interviewers as reactionary or casual learning in a way which did not allow for more detailed analysis. Some of the excluded activities involved extensive learning activities, which would have been defined as learning projects by interviewers in central and western Canada. Therefore, these projects were lost to the analysis and most of the persons who had engaged in this type of learning have had to be included among those who reported no learning projects. As a result, the number of respondents who are reported as having no Canadian-related learning projects appears to be much higher in the Atlantic region than in any other region.

In Metropolitan Toronto and Southern Ontario, interviewers selected respondents by various approaches, such as selecting names randomly from telephone directories, approaching potential interviewees in public places (e.g. shopping malls), and contacting individuals through various community programs. The first interviews conducted were always too long and yielded too much data. Therefore, interviewers were asked to cut back the detailed descriptions to a maximum of six Canadian-related learning projects, deemed most important by the respondent--and in some cases, most interesting to the interviewer who was curious about the nature of a specific project. Five interviewers were used in Metro Toronto and four in other areas of Southern Ontario.

In Northern Ontario, Manitoba, Saskatchewan and Alberta, interviewers were contacted by telephone and were sent detailed instructions by mail with the necessary interview schedules and data sheets. These interviewers proceeded in much the same way as the Ontario interviewers and their data yielded similar results. Five interviewers were involved in this part of the project. Four of these interviewers were able to report back to the research team via mail or telephone conversations about their interviewing experiences.

All interviewers were asked to report personal reflections and unrecorded observations, if possible, to a member of the research team. These reflections and observations have been used to give greater depth and enrichment to the statistical summaries and commentaries reported in the section on Findings.

Analysis of the Data

All summary data sheets and detailed descriptions of learning projects were returned to the research officer at the Ontario Institute for Studies in Education, and were classified, then coded for entry into a computer data file. The computerized data were analysed through frequency distributions and the calculation of statistical means.

The process of classifying respondent answers raised some problems which had to be resolved, through what were occasionally arbitrary decisions on the part of the research officer. These problems will be discussed again as part of the Findings, but must be addressed here to provide the reader with some understanding of the basic issues underlying the entire report.

1) Defining a learning project: This issue requires considerable experience and good judgment on the part of the interviewer. While Tough's definition[4] appears to be clear enough, learning activities are reported which raise questions about what should be included and what should be excluded from any one learning project.

Some respondents reported numerous small projects which could have been viewed as part of a more global project. For example, one male respondent described half a dozen projects--learning about dual citizenship, about immigration requirements, about divorce and remarriage, about adopting children, and about obtaining documentation for a passport and work permit--all of which were part of intentional changes in his family life.

Other respondents reported one global project within which there were several distinct learning projects. For example, one female respondent reported her major learning project as "agriculture". This one project included learning to raise soy beans, to keep the farm accounts, to fill out agricultural surveys, to understand the commodity markets, to work with 4-H and Junior Farmers, to repair farm machinery, to lay sidewalks and repair brickwork, to dehydrate food, and to understand the effect of crop sprays on weeds and plant disease as well as on the environment. In fact, this respondent was reluctant to report any of this activity as a learning project because the main motivation was to run a successful farm.

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[4] A. Tough, Major learning efforts, (1978), p. 250. This issue is further discussed in A. Tough, The adult's learning projects, (1979), Appendix A., pp. 171-173.

Other respondents reported activity, which was not defined as a learning project because the knowledge or skill acquired was not used to change the issue in any way. For example, one female respondent reported extensive activity related to the effect of off-shore drilling and pollution on the fisheries and fish markets. This activity was not defined as learning because it related to her husband's occupation and her position as a wife did not give her the power or influence to change the nature of the issue.

All interviewers became increasingly skilled in defining the parameters of specific learning projects--combining related activities and differentiating complex activities--and at distinguishing between learning and the application of learning. However, the distinctions among intentional, reactionary and casual learning remained a problem for both respondents and interviewers. In many cases, learning which began as reactionary (a response to a problem), or as casual (curiousity, a desire to be informed on current events), led to intentional activity with the passage of time. Determining such fine distinctions would have required regular ongoing consultations among interviewers and follow-up contacts with respondents, neither of which were possible. Therefore, the research team chose to rely on the opinion of respondents and the judgment of interviewers.

2. Defining "Canadian-related" learning projects: In preliminary discussions among the members of the research team, it was clear that, while some aspects of the term "Canadian-related" could be defined, a full, clear-cut definition would be difficult. We agreed that all projects in which the subject matter was about Canada or Canadian issues, or in which the respondent had become involved in some aspect of the Canadian social system, would be defined as Canadian-related. For the remainder of the definition, we decided to ask respondents to identify their own learning projects as being Canadian-related or not, and to use their responses to understand the potential parameters of future definitions; that is, part of the definition would arise from the data rather than being imposed on the data. Our only requests to interviewers were that they not make these judgments on behalf of respondents and that they record their doubts, one way or the other, for our later consideration.

Our reasoning behind this decision was that if a respondent believed what he/she was learning had Canadian relevance, even if only to the respondent as one unique Canadian citizen, then the project was indeed Canadian-related. The definition in this instance is "learning related to (one) Canadian citizen". Further, we reasoned that if sufficient numbers of individuals believed that something was inextricably associated with the society of which they were a member, then it was likely that their belief had made it so, or was in the process of making it so.

For example, one female respondent identified her ceramics class as a Canadian-related learning project. The interviewer was curious enough to probe further, and discovered that she was using Canadian materials and designs. As a Canadian citizen who had immigrated here some fifteen years earlier, she felt she was thus gaining a sense of Canadian identity, through the ceramics class, which she had never felt before. One 75-year-old male respondent insisted that his search for a new wife was Canadian-related because he wanted to marry a Canadian woman.

Some respondents identified improving oral or written English or French skills, acquiring better parenting skills, or learning the regulation and customs of operating a Canadian business as being Canadian-related; while others identified precisely the same projects as being not Canadian-related.

Our assumption, therefore, was that we were dealing with at least two different types of Canadian-related learning projects. The first type involved expressive activity--"expressive" being defined by Hiemstra[5] as activity related to self-expression and self-fulfillment--which contributed to the individual's personal feeling of being Canadian; that is, to his or her Canadian identity. The second type involved instrumental activity--"instrumental" being defined by Hiemstra[5] as activity related to competence, to control over the conditions affecting one's life, and to problem-solving--which contributed to the individual's ability to solve problems related, whether directly or indirectly, to the operation of Canadian social, economic, political, environmental, educational or cultural systems.

A Canadian-related expressive project is highly idiosyncractic, and therefore, impossible to define, except on an individual basis. A common definition of an instrumental learning project may be obtainable, but will require further research into the nature of individual learning projects on this particular basis.

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[5] R. Hiemstra, Older adult learning: Instrumental and expressive categories. Educational Gerontology, 1976, 1 (3), pp. 227-236.

Judgments about questionable learning projects were made on a case-by-case basis. In general, unless there was a sound reason given for defining a questionable learning project as Canadian-related, the project was defined as not Canadian-related.

3) Defining national, regional and provincial perspectives: The manner in which question 7 was asked (". . .did the focus of this learning project involve a national perspective or a regional or provincial perspective. . .?"), did not offer the respondents a clear definition by which to make a judgment. There was no apparent problem with the term provincial. However, many Atlantic respondents appeared to define regional as meaning "related to the Maritime or Atlantic region of Canada", while all other respondents appeared to define regional as meaning "related to the geographic area, or regional municipality (especially in Ontario), within which I live".

In addition, none of the terms used in the question dealt with learning projects which focussed on two or even three political levels, and none suggested the possibility of international concerns. Some respondents described their learning projects as being related to all three categories offered, and some added a fourther category, "International." The resulting confusion led to a decision to classify projects at three general levels. National projects were those identified by the respondents in the "national" category, and in no other category, in response to Question 7; regional/provincial/municipal projects were those identified by the respondent as either in the "regional" or "provincial" categories, and in no other category; interjurisdictional projects were those identified by the respondent in both the national and one other category, or those for which the category "international" had been added.

While this solution does not resolve the question posed in statement (f) of the objectives in the research contract, it proved to be the only workable solution. One difficulty posed by asking respondents to identify the governmental perspective from which they carried out their learning, is that individuals learn from their own perspective and not from a national, regional or provincial perspective. The question, therefore, is irrelevant to most respondents and many had difficulty in answering the question at all.

4) Defining learning projects as related to public issues or private concerns: This question, an adjunct to Question 7, raised the same types of problems as have already been described. The answers depended on the respondent's way of viewing his or her own learning activities. The questionnaire offered only two possible choices while there appeared to be several different answers. Some respondents were able to clearly distinguish between public issues and private concerns, but interviewers reported at least three other answers.

First, many respondents reported learning projects related to public issues (e.g. political parties), but categorized these as private concerns, because their main intent was to be privately informed on the issue. Such responses were classified as "private" for analysis, even though we believe that learning to be privately informed, may later influence the public act of voting, and therefore, should probably be viewed as learning about a public issue.

Second, some respondents reported learning projects related to private concerns (e.g. the probate of a family will), in order to take public action on the matter. Such responses were classified as "private"; but we would again caution the reader the some of these projects were, in fact, closely related to the individual's interaction with the public operation of various Canadian social systems.

Third, many respondents checked both public and private for a variety of learning projects, mostly those related to the Constitution and to the environment. Interviewers reported that these learning projects related to public issues, to the need to be privately informed, and to the respondent's intention to take both public and private action in the future. All such learning projects were classified as "public".

5) Classifying learning projects by topic: We tried out several different classification schemes, including classifying learning projects by relevant ministries. We finally opted for the scheme outlined in Appendix F. As the analysis progressed, we recognized that the topic classifications fell into three general categories: (i) projects, which could be defined as instrumental in the respondent's daily life, included the topics of Family Life, Community Issues, Health Issues, Home Economics, Economics, Employment, Education, and Scientific concerns; (ii) projects, which could be defined as instrumental in the respondent's relationship to the larger Canadian social system, included Politics, Legal Issues, Business and Commerce, the Environment, Federal-Provincial Relations and the Constitution, Transportation, Planning and Land Use, International Affairs, Immigration, Citizenship, the Armed Forces, and issues related to Women and Native Peoples; and (iii) projects, which could be defined as self-expressive, included Language, Literature, Arts, Music, Drama, Crafts, Religion, Culture, Multiculturalism, Travel, History, Sports and Recreation. Several topics tended to overlap the two instrumental groups. For example, Economics could have been classified as involving the respondent in an instrumental relationship with the larger Canadian social system. Most projects reported in this category appeared to deal with the respondent's personal concerns for managing his/her own economic situation. On the other hand, Women's Issues could have been classified as being instrumental in the respondent's

daily life. Most projects reported in this category appeared to deal with the respondent's larger concerns about Women as part of the Canadian social system.

In Figures A and B, these three groups of learning projects are shown in three different clusters. No secondary analysis was done to determine whether, for example, each respondent had at least one learning project within each cluster, or whether all learning projects for any one respondent fell within only one cluster.

A second problem arose as we realized that most learning projects could be classified in two, and sometimes three or more categories. Therefore, we attempted to classify each learning project into at least two categories. For example, one respondent reported a geological trip to Grand Mannan Island, which also involved bird watching, visits to historical sites, sports and recreation, and so on. The project was finally classified as "Scientific" and "Travel", but could just as easily have been classified as "Historical" and "Environmental". In many cases, the classification of projects by topic involved an arbitrary decision made by the research officer. In future, such classifications should become a question asked of respondents.

6) Classification of resources used: We attempted several different classification schemes for the resources used in learning projects and eventually decided to use a system which is more typical of educational services than of governmental services. The scheme is described in greater detail in Appendices G and H. The same general scheme was used, as far as was possible, to describe both general learning resources and federal resources. The statistical analysis used did not allow us to classify resources into more than one category. Resources which are described as "mixed" usually involved both audio-visual, print and peronnel resources.

All other classifications of data were relatively straight-forward. Answers were taken directly from learning project data sheets and translated into a numerical code for entry into a computer file. Frequency distributions and cross-tabulations were run later, for both individual respondents and for all coded learning projects. The results are reported in the section on Findings.

Definitions of Terms

a) Region: Respondents were identified as being resident within five geographic regions of Canada: those living in Newfoundland, Labrador, Prince Edward Island, Nova Scotia, and New Brunswick were identified as being in the ATLANTIC Region; those living in Metropolitan Toronto and the surrounding municipalities of Peel, York and Durham were identified as being in the METRO TORONTO Region; those living in all other parts of Ontario were identified as being in the ONTARIO Region; those living in Manitoba, Saskatchewan and Alberta were identified as being in the PRAIRIES Region; and those living in British Columbia, plsu six respondents living in Western Alberta, were identified as being in the PACIFIC Region.

b) Age: Respondents were asked to identify themselves as being in one of seven age groups: 18-24 years; 25-34 years; 35-44 years; 45-54 years; 55-64 years; 65-74 years; and 75 years and over.

c) Sex: Respondents were identified as being Male or Female.

d) Schooling: Respondents were asked to identify the highest level/grade of formal schooling which they had completed. Those with less than Grade 8 were classified as having Incomplete Elementary Schooling, and those with Grade 8 as having Complete Elementary Schooling. These two groups were combined for most analyses and reported as respondents with Elementary Schooling. Those respondents with less than Grade 12 were classified as having Incomplete Secondary Schooling, and those with Grade 12 as having Complete Secondary Schooling. These two groups were combined for most analyses and reported as respondents with Secondary Schooling. Those respondents reporting attendance at University, but without a Bachelor's degree, were classified as having Incomplete University (1st Degree). Those who had completed the first degree at university were classified as having Complete University (1st Degree). These two groups were combined and reported as respondents with University (1st Degree). Those respondents who reported having attended university beyond the Bachelor's level, whether they had completed a graduate degree or not, were reported as having University (Graduate Work). Those respondents who reported having attended a community college, or as having taken vocational training, were classified as having a schooling level described as Community College or Vocational.

e) Total Learning Projects: The total number of actual learning projects of a general nature was determined by counting the number reported on the Summary Data Sheets.

f) Canadian-related Learning Projects: The number of Canadian-related learning projects was determined by counting those which had been identified by the respondent as being Canadian-related. Projects identified as questionable by interviewers were subjected to case-by-case decisions.

Topics of Canadian-related learning projects were determined according to the classification scheme reported in Appendix F. Each project was coded, whenever possible, in two topic classifications. Of the 674 projects classified, 431 were classified twice and 243 were classifed only once.

g) Hours: The number of hours spent on any one Canadian-related learning project was determined by the respondent, in consultation with the interviewer. For convenience, the maximum number of hours coded was 999 hours. As reported by respondents, about 10 learning projects exceeded this time limit. The number of hours per project is reported as an arithmetic mean.

h) Governmental Perspective: Respondents were asked: "Would you judge this learning project to involve a national perspective? A regional perspective? Or a provincial perspective?" Projects were classified into three perspectives: National; Regional/Provincial/Municipal; and Interjurisdictional (national plus one other perspective, or international).

i) Public Issues or Private Concerns: Respondents were asked: "Would you describe this learning project as being related primarily to public issues? Or to Private concerns?" Projects were assumed to be "Private" unless otherwise specified. Projects which were checked as both "Public" and "Private" were coded as "Public".

j) Level of Current Activity: Respondents were asked to judge whether their involvement in a specific learning project, at the present time, was "not very active" or "definitely active".

k) Amount Learned: Respondents were asked to judge whether they had learned a large amount or change a great deal; learned or changed very little; or assessed their learning at some point between these two levels.

l) Enthusiasm: Respondents were asked to judge whether their enthusiasm about having this new knowledge or skill was "very enthusiastic", "fairly enthusiastic", or "not especially enthusiastic".

m) Benefit to Others: Respondents were asked to judge whether their new knowledge or skills had provided or might provide some benefit to people other than themselves, and whether such benefits were perceived as being "a fairly large extent", "only a small extent", or halfway between these two levels.

n) Planner: Respondents were asked to identify who decided what would be learned during any learning project or how it would be learned. They were given six basic choices: a group with an expert/professional; a group of peers; one-to-one relationship with an expert/professional; one-to-one relationship with a peer/friend/family member; a non-human programmed learning resource; or self-planned learning. When respondents could not identify one of these six basic choices as having provided more than 50% of the planning activities, the learning project was classified as having a "Mixed" planner. Respondents also had the option of classifying the planner as "Other". This choice was used by only two respondents who reported "Other" as being family members. Both these choices were included in the category "Group with peers".

o) Resources: Respondents were asked to identify the learning resources--people, books, computers, films, maps, pictures, tapes, instructions, and so on--which they had used to provide the content for their learning projects. Resources were classified according to the scheme described in Appendix G. Learning projects which were reported as involving several different categories of resources were classified as involving "Mixed" resources. Mixed resources usually involved some combination of persons, print materials, and audio-visual resources.

p) Federal Resources: Respondents were asked to identify any resources which they had used, which were provided by the Federal government. Responses were classified according to the scheme described in Appendix H. In the section on Findings, the response "NONE", "NO ANSWER", and unrecorded responses (i.e., the space was left blank), were combined on the assumption that "none" and "no response" both implied that the respondent did not know of the existence of any Federal resources in this topic area.

q) Desired Federal Resources: Respondents were asked to describe any conditions or resources which could have been provided by the Federal government, which might have made the learning project easier to carry out or more satisfying to complete. Responses were classified according to the scheme reported in Appendix H. Because most responses also involved modifying adjectives, the responses are reported in the section on Findings in general terms, rather than as part of a statistical summary.

r) Future Canadian-related Learning Projects: Respondents were asked to report any plans they might have for learning more about Canada or Canadian issues in the future, to identify future topics of interest, or conditions which might be helpful in carrying out such future projects. Many respondents could not reply to this question, or answered that they would be learning about things or problems as these occurred: that is, their future learning would be in response to existing conditions. Other respondents reported a continuing interest in topics already described. All identified topics were classified according to the scheme described in Appendix F.

Table 1.

Interviews Planned, Interviews Conducted, and Respondents Included in the Study.

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS
Interviews Planned						
- number	60	60	60	60	60	300
- % of total	20%	20%	20%	20%	20%	100%
Interviews Conducted						
- number	67 (a)	55 (b)	69	49 (c)	60	300
- % of total	22%	18%	23%	16%	20%	100%
Respondents in Study						
- number	54 (a)	48 (b)	69	43 (c)	66 (c)	280
- % of total	19%	17%	25%	15%	24%	100%

Notes: (a) Thirteen interviews conducted in the Atlantic Region could not be included in the data analysis because insufficient information was available about respondents.

(b) Seven interviews conducted in the Metro Toronto Region were received too late to be included in the data analysis.

(c) Six interviews were conducted by the British Columbia interviewers in Alberta. However, these six interviews could not be distinguished from the 60 interviews conducted in British Columbia and, therefore, were included in one region labelled the Pacific Region.

THE FINDINGS

During the twelvemonth period preceeding Spring of 1982, 280 English-speaking adult Canadians, from all regions of Canada except Quebec, the Yukon and the Northwest Territories, reported that they had engaged in a total of over 1200 distinct learning projects which were defined by them as having a Canadian focus or as being related to Canadian issues. Of these 1200 learning projects, 674 were analysed in greater detail. These respondents reported that they had spent an average of 126 hours on each analysed project. This time is about one and a half times the number of class time hours normally required in pursuing a formal credit in the post-secondary educational system. A more detailed analysis of both learning projects and respondents follows.

The results of the interviews are reported here in as great a detail as the objectives in the contract required and the data justified. We have, in fact, gone somewhat beyond the objectives where the data and our experiences with adult learning and the interviewing process have suggested we should. The interpretations accompanying the tabular material are not exhaustive, but rather suggestive and exemplary We are assuming that there may be other interpretations and uses to which the data may be put by the Secretary of State and by other readers of this report. For these reasons, we have supplied as much of the basic information arising from the interviews and data analysis as seems reasonable without overwhelming the reader. Our interpretations and conclusions both directly and indirectly support the recommendations which conclude this report.

Table 2.

Respondents by Sex and Region.

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS	
Male Respondents	56%	40%	44%	42%	45%	45%	(127)
Female Respondents	44%	60%	56%	58%	55%	55%	(153)
Regional Totals	100%	100%	100%	100%	100%	100%	
	(54)	(48)	(69)	(43)	(66)	(280)	

Table 3.

Respondents by Age and Region.

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS	
18-24 years	4%	8%	12%	7%	16%	10%	(28)
25-34 years	20%	48%	30%	51%	18%	32%	(89)
35-44 years	26%	25%	16%	33%	23%	24%	(66)
45-54 years	13%	11%	20%	5%	24%	16%	(44)
55-64 years	11%	2%	15%	2%	8%	8%	(23)
65-74 years	20%	6%	6%	2%	8%	8%	(24)
75 years +	6%	--	1%	--	3%	2%	(6)
Regional Totals	100%	100%	100%	100%	100%	100%	
	(54)	(48)	(69)	(43)	(66)	(280)	

The questionnaire and forms used in the interviews have been provided in Appendices B, C, D, and E. Definitions of terms used in the ensuing discussion are outlined in the section on Methodology. Further explanations of terms and categories used for the classification of learning projects and various types of learning resources appear in Appendices F, G, and H.

The Respondents

The respondents are described statistically in Tables 1 - 7. The size of the sample agreed to in the contract for this study was too small to ensure that it be statistically representative of the general adult population of Canada, even using random sampling procedures. It would be irrational to suggest that 300 individuals could adequately represent all learning facets of over 10 million adults living in the nine provinces included in this study. We found that our original decision to divide the sample so that equal numbers of respondents could be interviewed in each of five regional areas did not accurately reflect the overall 1981 Census of Canada figures recently released by Statistics Canada. Our sample is over-representative of the Atlantic provinces and British Columbia and under-representative of the Prairie provinces and Ontario.

Within the sample, female respondents are generally over-represented, especially in the Metro Toronto and Prairie regions. In the Atlantic region, male respondents are over-represented.

Table 4.

Respondents by Formal Schooling[1] and Region.

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTAL	
Elementary School	19%	8%	7%	--	2%	7%	(20)
Secondary School	61%	19%	45%	33%	42%	41%	(115)
Community College or Vocational	4%	17%	6%	12%	12%	10%	(27)
University (1st degree)	11%	44%	35%	39%	36%	33%	(92)
University (Graduate work)	5%	12%	7%	16%	8%	9%	(26)
Regional Totals	100% (54)	100% (48)	100% (69)	100% (43)	100% (66)	100% (280)	

Note: (1) All categories of formal schooling include both incomplete and complete schooling at that level.

Table 5.

Respondents by Formal Schooling and Sex.

	Male Respondents	Female Respondents	NATIONAL TOTALS	
Elementary School	6%	7%	7%	(20)
Secondary School	39%	43%	41%	(115)
Community College or Vocational	9%	10%	10%	(27)
University (1st degree)	34%	32%	33%	(92)
University (Graduate work)	11%	8%	9%	(26)
Totals	100% (127)	100% (153)	100% (280)	

Respondents in the age groups between 25 and 54 years are generally over-represented in the study; while the youngest and oldest age groups are under-represented.

Information available thus far from the 1981 Census of Canada does not provide any basic information about levels of formal schooling. In comparison to the figures available from the 1976 Census, we can assume that our sample is somewhat over-representative of those who have attended university and under-representative of those who have less than complete secondary schooling.

To summarize, the general picture presented by the sample, taken as a whole, is that the respondents included an over-representation of well-educated younger women in the urban areas of Ontario and the Prairie provinces and an over-representation of older, less well-educated men in the small urban and rural areas of the Atlantic provinces.

While this lack of statistical representativeness is somewhat problematical, it does serve to point out three predominant trends in Canadian society. First, the population of the Atlantic region is showing signs of population aging (e.g., increased concentration of older persons in rural centres and in areas of low employment and poor economic growth) which are not yet as apparent in large urban areas and the western provinces. Second, younger women are increasingly continuing their education beyond the secondary school level or are returning to complete an interrupted education. Third, individuals who

Table 6.

Respondents by Age and Sex.

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years	TOTALS	
Male Respondents	46%	38%	45%	41%	52%	67%	67%	45%	(127)
Female Respondents	54%	62%	55%	59%	48%	33%	33%	55%	(153)
TOTALS	100%	100%	100%	100%	100%	100%	100%	100%	
	(28)	(89)	(66)	(44)	(23)	(24)	(6)	(280)	

Table 7.

Respondents by Age and Formal Schooling.

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years	TOTALS	
Elementary School	3%	--	3%	11%	17%	29%	17%	7%	(20)
Secondary School	36%	40%	30%	45%	52%	58%	50%	41%	(115)
Community College or Vocational	18%	20%	5%	2%	--	--	--	10%	(27)
University (1st degree)	43%	33%	42%	30%	22%	13%	2%	33%	(92)
University (Graduate work)	--	7%	20%	11%	9%	--	--	9%	(26)
TOTALS	100%	100%	100%	100%	100%	100%	100%	100%	
	(28)	(89)	(66)	(44)	(23)	(24)	(6)	(280)	

live in areas of relative economic stability (e.g. they are employed or are hopeful of becoming employed in the near future) are more likely to respond enthusiastically to questions about their learning activities and about their future plans than those living in economically unstable or depressed areas.

While the statistical description of the respondents in this study is not as representative of the general adult population of Canada as we had hoped, we believe that the range of activities and opinions reported by the respondents is very much representative of the activities and opinions which are prevalent in Canadian society as these are reported in other studies. Therefore, we ask that the reader attend to the meaning, extent and nature of these activities and opinions rather than to the demographic descriptions of the individual respondents.

The Learning Projects

The 674 learning projects which were analysed in greater detail are discussed from various perspectives. In most perspectives, the basic demographic factors of region, age, sex and formal schooling are included in the discussion. In the following pages, unless otherwise specified, the term "learning project" refers to Canadian-related learning projects rather than to learning projects in general.

a) Number and Duration of Learning Projects

Our interest in comparing the number and duration of general and Canadian-related learning projects reflects our response to objective (a) in the contract for this study. The average number of general learning projects is compared to the average number of Canadian-related learning projects in Tables 8 - 11.

Table 8.

Statistics on Total Learning Projects and
Total Canadian-related Learning Projects by Region.

	ATLANTIC (a)	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC (a)	NATIONAL TOTALS	
TOTAL LEARNING PROJECTS:							
Average number of general learning projects per respondent	3.8	13.9	12.3	13.8	5.0	9.5	projects
Range in numbers of learning projects	0-18	1-35	2-37	2-29	0-15	0-37	projects
Number of respondents reporting NONE	6 (11%)	0	1 (1%)	0	7 (11%)	14 (5%)	respondents
TOTAL CANADIAN-RELATED LEARNING PROJECTS:							
Average number of Canadian-related learning projects per respondent	1.3	4.8	4.8	6.2	3.4	4.3	projects
Range in numbers of learning projects	0- 5	0-12	0-16	0-25	0-13	0-25	projects
Number of respondents reporting NONE	18 (33%)	4 (8%)	3 (4%)	1 (2%)	8 (12%)	34 (12%)	respondents
Average number of hours reported per Canadian-related learning project	47.0	95.1	217.7	92.5	121.2	126.7	hours
TOTAL RESPONDENTS	54	48	69	43	66	280	respondents

Note: (a) All general learning projects for respondents in Atlantic and Pacific regions were not recorded. The figures shown for these two regions under TOTAL LEARNING PROJECTS are somewhat lower than would have been obtained if all learning projects had been recorded.

Table 8A.

Supplement to Table 8.

The method used for coding the analysis of respondents and learning projects allowed us to include some respondents who reported no Canadian-related learning projects and some who reported at least one Canadian-related learning project for which no information other than topic could be analysed. For the benefit of the reader, the actual figures were as follows:

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS
Number of respondents for whom enough personal data was available to be included in this study.	54 100%	48 100%	69 100%	43 100%	66 100%	280 100%
Number of respondents reporting no Canadian-related learning projects	18 (33%)	4 (8%)	3 (4%)	1 (2%)	8 (12%)	34 (12%)
Number of respondents reporting at least one Canadian-related learning project for which no additional data was available.	11 (20%)	-	-	1 (2%)	2 (3%)	14 (5%)
Number of respondents whose Canadian-related learning projects are included in the statistical summaries	25 (46%)	44 (92%)	66 (96%)	41 (95%)	56 (85%)	232 (83%)
Number of Canadian-related learning projects included in the data analysis on projects	43	145	177	139	170	674

Table 9.

Statistics on Total Learning Projects and
Total Canadian-related Learning Projects by Age.

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years	
TOTAL LEARNING PROJECTS:								
Average number of general learning projects per respondent	10.3	11.3	10.5	7.7	6.5	6.0	5.0	projects
Number of respondents reporting NONE	2 (7%)	1 (1%)	2 (3%)	2 (4%)	2 (9%)	4 (17%)	1 (17%)	respondents
TOTAL CANADIAN-RELATED LEARNING PROJECTS:								
Average number of Canadian-related Learning Projects per respondent	4.4	4.8	5.3	3.4	3.3	2.2	3.3	projects
Number of respondents reporting NONE	3 (11%)	9 (13%)	8 (12%)	5 (11%)	3 (13%)	5 (21%)	1 (17%)	respondents
Average number of hours reported per Canadian-related learning project	123.2	142.0	99.1	124.2	167.4	125.8	164.2	hours
TOTAL RESPONDENTS	28	69	66	44	23	24	6	respondents

The average number of general learning projects and Canadian-related learning projects represents an arithmetic mean of all those reported by respondents in the study. 280 respondents reported carrying out an average of 9.5 general learning projects in the twelvemonth period preceeding Spring, 1982; and of these 9.5 projects, 4.3 projects (approximately 45%) were identified as being Canadian-related.

Tables 8 - 11 also indicate the average number of hours spent in pursuing the 674 Canadian-related learning projects analysed. The reported number of hours is an arithmetic mean of all reported hours. The 280 respondents reported spending an average of 126.7 hours on each Canadian-related learning project.

The range in the numbers of Canadian-related learning projects varied from a low of none to a high of 25 projects and the number of hours from a low of 3 to a high of 999 hours. A small number of respondents reported projects in excess of 999 hours but the number of cases was too small to warrant altering the analysis.

Table 8 indicates a comparison of general learning projects to Canadian-related learning projects by region. The reader should be aware that the figures reported for the Pacific region are deceptive. The interviewers did not always record the total number of general learning projects. Therefore, for most respondents in the Pacific region the number of general learning projects was the same as the number of Canadian-related learning projects. Hence, the ratio (5.0 to 3.4) appears much higher than in any other region.

Table 10.

Statistics on Total Learning Projects and Total Canadian-related Learning Projects by Sex.

	Male Respondents	Female Respondents	
TOTAL LEARNING PROJECTS:			
Average number of projects per respondents	9.3	9.6	projects
Number of respondents reporting NONE	3 (2%)	11 (7%)	respondents
TOTAL CANADIAN-RELATED LEARNING PROJECTS:			
Average number of projects per respondent	4.5	4.1	projects
Number of respondents reporting NONE	8 (6%)	26 (17%)	respondents
Average number of hours reported per Canadian-related learning project	127.1	126.4	hours
TOTAL NUMBER OF RESPONDENTS	127	153	respondents

In the Atlantic region, the number of general learning projects and Canadian-related learning projects is low. However, the fact that 6 of the 43 respondents included in the data analysis from this region were reported as having no general learning projects and an additional 12 were reported as having no Canadian-related learning projects has a powerful effect on the overall figures. If these respondents had been omitted from the analysis, the average figures would have been somewhat higher (approximately 4.4 general learning projects to 2.5 Canadian-related learning projects) but still not as high as those reported in the central three regions. Our assumption is that these results are at least partly the effect of using a telephone interview technique rather than a personal approach; but the figures also suggest that less learning activity is occurring in the Atlantic provinces than in other regions of Canada. Many of the respondents in the Atlantic provinces reported that they were too busy just surviving through unemployment and hard economic times. This answer was clearly more evident in the interviewers' notes from this section of the study than from the other four sections. Unemployed persons living in other regions appeared to describe their learning activities and their attempts to find employment in less negative terms.

The work of Tough and his associates suggests that the average number of general learning projects engaged in by any one individual is 8.3 projects in one year and that the average number of hours per project was slightly over 100 hours.[6]

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[6] Tough, The adult's learning projects, (1979), pp. 17-18.

Table 11.

Statistics on Total Learning Projects and Total Canadian-related Learning Projects by Schooling.

	ELEMENTARY SCHOOL		SECONDARY SCHOOL		COMMUNITY COLLEGE/ VOCATIONAL		UNIVERSITY 1st Degree		Graduate Work
	Incomplete	Complete	Incomplete	Complete	Incomplete	Complete	Incomplete	Complete	
TOTAL LEARNING PROJECTS:									
Average number of projects per respondent	2.4	8.5	6.5	8.7	8.0	10.0	10.5	11.4	14.0
Number of respondents reporting NONE	3 (43%)	1 (8%)	6 (13%)	2 (3%)	1 (8%)	---	---	1 (2%)	---
TOTAL CANADIAN-RELATED LEARNING PROJECTS:									
Average number of projects per respondent	1.3	2.9	2.3	3.9	3.3	4.9	5.8	5.3	6.4
Number of respondents reporting NONE	4 (57%)	2 (15%)	16 (33%)	6 (9%)	2 (17%)	2 (13%)	1 (3%)	1 (2%)	---
Average number of hours reported per Canadian-related learning project	264.2	142.6	74.3	159.5	80.5	111.1	139.6	104.3	141.8
TOTAL NUMBER OF RESPONDENTS	7	13	48	67	12	15	38	54	26
Combined by level	(20)		(115)		(27)		(92)		

The figures in Table 8 indicates that only 5% of the 280 respondents were reported as having no general learning projects and 12% as having no Canadian-related learning projects. Tough reports that non-participation rates vary somewhat, with 10% being the most consistent response.[7]

The comparison of general and Canadian-related learning projects by age (Table 9) indicates that the numbers of learning projects declines with increasing age. The general pattern suggests that older respondents spend more time learning about fewer topics. The relative imbalance between general and Canadian-related learning projects in the two oldest age groups should be viewed with caution since the numbers of respondents in these two groups is too low to ensure statistical significance.

The comparison of general and Canadian-related learning projects by sex (Table 10) indicates that the differences between men and women in terms of learning activities is almost negligible. The major difference is in the proportions of reported non-participation: 7% of the female respondents were reported as not being involved in general learning projects and 17% as not being involved in Canadian-related learning projects, compared to 2% and 6% for male respondents. This difference raises a concern about definition. Many of the female respondents who were reported as not being involved in learning projects, were described by interviewers in field notes as being heavily involved in family or community activities which involved learning perceived as a reaction to problems or as a peripheral outcome of activities with a focus other than learning. Only one male respondent was described in the same terms. Whether this issue is the result of the strictness of the term "intentional", a bias on the part of interviewers, an attitude of the women interviewed, or a general condition of the lives of women cannot be determined. These results are sufficiently unclear to warrant further investigation before they might be used as the basis for the development of any policy on the part of the Secretary of State. It is highly likely that women carry out as many learning activities as men but do not define them as such, preferring to describe their activities as coping or adapting or helping their family in the tasks of daily living.

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[7] Tough, The adult's learning projects, (1979), p. 192.

The comparison of general and Canadian-related learning projects by formal schooling suggests a general trend: participation in learning projects increases with increased formal education and, at each level of formal education, those who have completed that level are more likely to be involved than those who have not. Further, the proportions reported as not participating in learning projects declines from a high of 20% among those with elementary school education to a low of less than 1% among those who have university level education. These findings are similar to those reported by Waniewicz [8], who suggests that the steady rise of activities with educational and learning components may be a reflection of the increasing demands placed upon an individual's willingness to learn in those the occupations engaged in by the better educated. The same relationship between formal education and informal learning is reported in other research reports which suggest a close link between formal education, occupation, income and general mobility within society[9]. Those with the lowest educational levels are likely to be employed in low paying occupations and to show low levels of mobility within the Canadian social system. Therefore, they may become dependent on resources and activities which are immediately available to them. If these individuals also live in economically-depressed areas, the resources and activities made available by various levels of government will probably be lower in quantity and accessibility, in the face of the over-extension of diminishing public resources.

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[8] I. Waniewicz, Demand for part-time learning in Ontario. Toronto: Ontario Institute for Studies in Education, 1976.

[9] L. E. Davie and others, Educational needs and learning conditions of adult learners. Toronto: Ministry of Education 1978.

We should also note that, in general, willingness and ability to learn independently are not reduced or weakened by lack of formal education. Some of the most complex projects were reported by persons with relatively low educational levels.

Furthermore, One interviewer observed that those with the highest educational levels often seemed the most reluctant to report self-directed learning projects unless the project itself had made some important contribution to Canadian society. That is, formal education may make an individual overly self-conscious about the social significance of his/her learning. Therefore, they may not report those projects having personal significance but no socially redeeming value. It was in this regard that our attempts to probe for learning projects which had contributed to the individual's sense of being Canadian were most rewarding. One highly educated respondent reported fewer than the average number of learning projects, mostly projects with some economic significance. As the interviewer probed for more information, he found that the respondent's avocation was as an historian of English and French naval history. His involvement in this area was avid and extensive but because it was personal he was reluctant to admit his enthusiasm and expertise on this topic.

In summary, we found that involvement in Canadian-related learning projects represented about 40% of all learning activities, and that each Canadian-related learning project involved about the same amount of time (126 hours) as might be required to complete the classroom activities and independent study involved in a course for credit in the post-secondary educational system.

We believe that the amount of activity represented in the reported learning projects, both general and Canadian-related, indicates that most Canadians are actively involved in a constant renewal and revision of their sense of what is Canadian and who they are as Canadians. This fact should do much to lay to rest the anxieties produced by public opinion polls which, at regular intervals, report that Canadians do not know enough (facts) about their country. We believe that Canadians are, for the most part, actively involved in learning about, and therefore paying attention to, Canada and Canadian issues. What they know is quite a different issue.

We do not know and cannot determine what the balance between general learning activities and Canadian-related learning activities means for Canadian society; what might change the balance and what the consequences of such changes might be; what level indicates relative well-being for Canadian society as a whole. However, we do believe that the differences which are readily apparent in the Atlantic provinces, an economically-depressed area, are sufficiently interesting to warrant further investigation.

b) Topics of Learning Projects

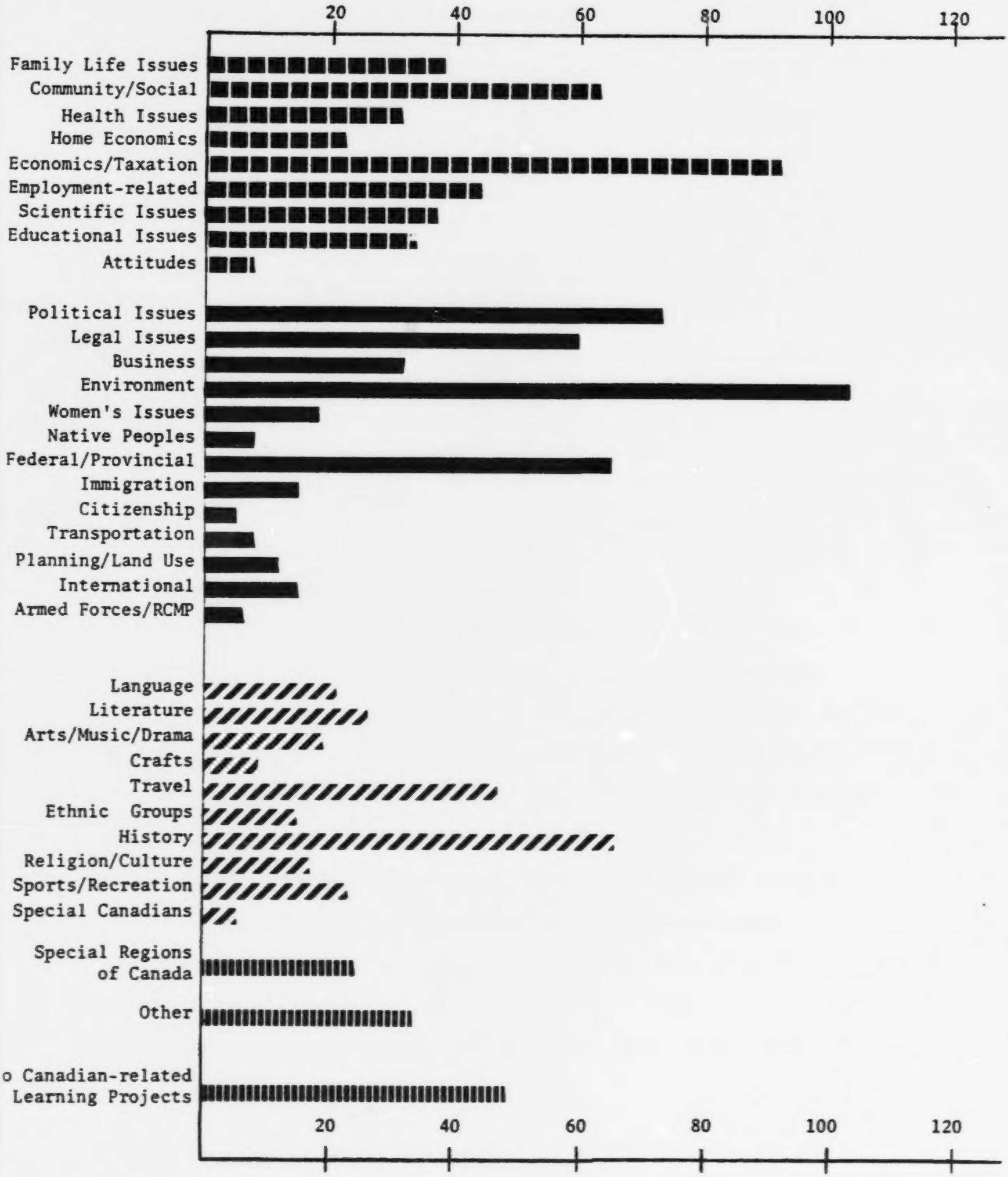
Our interest in the topics or content of Canadian-related learning projects reflects our response to objectives (b) and (d) in the contract for this study.

The classification of the topics of Canadian-related learning projects is described in Appendix F. Many learning projects (431 out of 674) were classified twice, into two different categories. Therefore, the results reported are a summary of general trends in the data rather than a statistical summary of discrete learning projects. At least two different learning projects were classified for most respondents (188 out of 280) and no learning projects were classified for 48 respondents. The summaries reported in Tables 12 - 15 show topics about which there was a significant response. All topics are reported only in Figure A.

Figure A shows the frequency distribution of learning projects by topics, grouped into three general categories. The first group are instrumental projects related to family, home and community which involved learning activities devoted to the solving of personal, family or community concerns and to enhancing the conditions affecting daily living. The second group are instrumental projects related to Canadian social system. Projects focussing on these topics tended to bring the individual into contact with a major component of the Canadian social system, including the political, legal, commercial, social, and environmental subsystems. The third group are expressive projects and involved learning activities which allowed the individual to participate in some aspect of Canadian culture in a personal way and provided a means for expressing one's sense of Canadian identity.

Figure A.

Canadian-related Learning Projects by Topic and Frequency.



Supplement to FIGURE A:

A random selection of calandars, brochures, and promotional materials from universities and colleges offering formal programs of study in Canadian Studies indicates that the following topics are the most frequently offered. The listing is rank-ordered by frequency of offerings:

1. History
2. Environment
3. Politics
4. Economics
5. Language/Literature (French)
6. Language/Literature (English)
7. Native Peoples (Anthropology)
8. Constitutional Issues
   Community Studies (Sociology)
9. Planning/Land Use
10. International Affairs
    Arts/Mass Media
    Ethnic Groups (Anthropology)
11. Legal Issues
12. Religion/ Culture
13. Home Economics
    Women's Issues

14 Business/Commerce

Table 12.

Canadian-related Learning Projects by Topic[1] and Region.

(Topics reported by rank-order within Regions)

	ATLANTIC REGION	METRO TORONTO REGION	ONTARIO REGION	PRAIRIES REGION	PACIFIC REGION	NATIONAL AVERAGE
1.	Environment	Economics	Environment	Environment	Economics	Environment
2.	Constitution	Politics Community Issues	Economics	Politics	Politics	Economics
3.	History	Environment	Community Issues	Employment Legal Issues History	Environment	Politics
4.	Politics Legal Issues Business	Family Life	Family Life Politics	Economics Constitution	Constitution	History Constitution
5.	Community Issues Sports/Recreation	Literature	Travel	Community Issues	History	Community Issues
6.	International Affairs	Legal Issues	History	Family Life Educational	Language	Politics
7.		Constitution Travel Employment	Scientific	Arts/Music Travel	Legal Issues Travel Religion/Culture	Family Life Travel
8.		Scientific History	Sports/Recreation			Employment

Note: (1) Classification of Topics is described in Appendix F.

The predominance of the first two categories reflects a tendency of individuals to focus their learning activities first on issues related to survival and security, on coping with the existing circumstances of life and on attempting to gain some measure of control over these conditions. Once an individual has resolved these issues or is in the process of apparently resolving these issues, he/she then has more time, energy and other resources to attend to matters of personal preference and self-expression.

Tables 12 through 15 report on the topics of learning projects by region, age, sex and schooling. Learning activities related to the Environment, Economics, Political Issues, History, Community Issues, the Constitution and federal-provincial relations, Legal Issues, Travel and Employment (both training and finding jobs) predominate throughout these tables--in all regions, age groups, schooling groups, and for both men and women.

To understand the potential relationship between the learning activities reported in this study and formal Canadian Studies programs, we did a quick count of the courses described in publicity materials from Canadian Studies Programs offered in various post-secondary institutions. A rank-ordering of the relative frequency of these topics is provided in the supplement to Figure A. There are many similarities between this supplement and Figure A itself. The first four topics--History, Politics, Economics, and the Environment--are the same on both lists, although in different rank order. Community Studies, Constitutional Issues and Legal Issues occur somewhat farther down on the institutional list. Only the topics of Travel and Employment do not appear on the institutional list. Presumably travel is covered in formal courses in Geography and Anthropology; and Employment, as a learning topic, is implicit in many post-secondary programs,

Table 13.

Canadian-related Learning Projects by Topic and Age.
(Topics reported by rank-order within age groups)

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 years +
1.	Environment	Economics	Environment	Constitution	Economics Environment	Environment	History
2.	Community Issues Economics	Environment	Economics	Environment History	Scientific Travel History	Politics	Ethnic groups
3.	Politics Arts/Music History	Family Life Legal Issues	Politics	Politics	Politics Legal Issues Constitution	Economics	
4.	Scientific	Employment	Community Issues Legal Issues Constitution	Economics	Community Issues	Constitution History	
5.	Constitution Recreation Employment Legal Issues Literature	Community Issues History	Education History	Travel	Education	Home Economics	
6.		Politics Travel	Family Life Employment	Family Life Community Issues			
7.		Health Issues	Business	Legal Issues			

particularly those at community colleges, vocational institutes, and professional schools, although not under the rubric of Canadian Studies.

Comparisons among regions (Table 12) offer one unusual result: the topic of Economics does not appear anywhere in the Atlantic region. Why this should occur in an economically-depressed region offers grounds for speculation. It might be that activity related to economics cannot be defined as learning since the term "learning" implies change and the economic situation has not changed enough to warrant new learning within the past year. Or it might be that when an individual has decided nothing can be done to change a set of conditions affecting his/her life, he/she simply drops the topic and moves on to others about which something can be changed or some new skill or knowledge acquired. Or it might be that the topic was never discussed because of the anxieties it might have raised for the individual respondent.

Comparisons among age groups (Table 13) suggests that Canadians are learning what we might expect them to be learning based on lifelong developmental changes[10]. Individuals in younger age groups are more concerned about economics, employment, family and community life, the immediate tasks which confront them. Individuals in older age groups appear to have more time and interest in considering the implications of politics, the constitution, culture, history and travel, topics which may reflect a developmental need to return to one's roots or to review and make sense of one's life.[11]

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[10] R. J. Havighurst, Developmental tasks and education. New York: David McKay, 1972.

[11] V. W. Marshall (Ed.) Aging in Canada: Social perspectives. Toronto: Fitzhenry & Whiteside Ltd., 1980.

Table 14.

Canadian-related Learning Projects by Topic and Sex.
(Topics reported by rank-order within sex groups)

	Male Respondents	Female Respondents
1.	Environment	Community Issues
2.	Economics	Economics
3.	Politics	Environment
4.	Legal Issues Constitution	Family Life
5.	History	Politics
6.	Travel	History
7.	Business	Employment Constitution Travel
8.		Legal Issues Educational Health Issues

Comparisons between male and female respondents (Table 14) shows that women are involved in a more extensive variety of learning projects than men. The most unusual aspect of the two lists is that, while women are as likely as men to be involved in both expressive projects and instrumental projects related to Canadian social systems, men are not as likely as women to be involved in instrumental projects related to family, home and community. In fact, the absence of these topics from the men's list suggests that men are more restricted in their learning activities by traditional social expectations than are women.

Comparisons among schooling groups (Table 15) indicates one major fact. Learning projects related to Environmental Concerns are ranked first or second in all groups. Further, the topic of Environmental Concerns ranks first or second in all age groups except the oldest; first, second or third in all regions; and in the top three for both men and women. Economic Concerns is the only other topic to approach this level of common interest. Further, when we examine the topics proposed for future learning activities (Figure B, Tables 56 through 59), Environmental Concerns is consistently reported as a major focus for future learning, while Economic Concerns has declined. It seems apparent that concern for the Canadian environment is one which unites all Canadians regardless of region, age, sex or schooling.

The topics described in this section represent an informal, constantly-changing curriculum of learning projects about Canada. While this informal curriculum is comparable in many respects to that provided through formal Canadian Studies Programs in post-secondary institutions, it provides a perspective for individual learners that is different from

Table 15.

Canadian-related Learning Projects by Topic and Schooling.

(Topics reported by rank-order within schooling groups)

	Elementary School	Secondary School	Community College/ Vocational	University 1st degree	University Graduate Work
1.	Environment	Environment	Environment	Economics	Environment
2.	Economics	Economics	Economics	Environment	Politics Constitution
3.	Community Issues History	Constitution	Community Issues History	Community Issues Legal Issues	Economics
4.	Family Life	Politics Legal Issues	Family Life	Politics	Community Issues Legal Issues Travel Literature History
5.		Travel	Politics Legal Issues	History	Family Life
6.		History Scientific		Employment	
7.		Family Life Community Issues		Family Life Health Issues	

the approach found in formal educational programs. Individuals informally learn what they learn in order (i) to cope with, change, and/or enhance the conditions affecting their personal lives, and (ii) to find ways to express themselves as persons and as Canadians. Formal Canadian Studies Programs approach the same topics from the perspective of disseminating knowledge through teaching and resources development and of creating new knowledge through research.

It would not be possible, given the short history of formal programs of Canadian Studies in Canada, to conclude some causal relationship between such programs and the individual learning activities reported in this study. It would appear that informal individual learning is often ahead of formal programs both in the amount of learning about Canada represented in their learning activities and in the breadth of subject matter they believe to be of significance to their lives as Canadian citizens. We conclude that both the designers of formal Canadian Studies programs and individual learners have been selecting from a common pool of possible learning topics and have been sharing, to some extent, common decisions about what is important.

It seems reasonable to suggest that those who design and provide Canadian Studies programs may wish to consider some changes in such programs in view of the learning activities reported in this study. First, even among the youngest age groups, there is convincing evidence that Canadians have already learned and are in the process of learning a great deal about Canada, although that learning may not be organized or reported in ways which conform to formal educational expectations. For example, the task of obtaining summer employment is likely to provide the young adult

Table 16.

Canadian-related Learning Projects by Governmental Perspective and Region

National/Regional/Interjurisdictional Perspective

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS	
National Perspective	30%	72%	62%	44%	55%	57%	(383)
Regional, Provincial, or Municipal Perspective	33%	17%	33%	34%	25%	28%	(187)
Interjurisdictional Perspective (National plus one other level)	37%	11%	5%	22%	20%	15%	(104)
TOTALS	100%	100%	100%	100%	100%	100%	
Numbers of projects in each Region	43	145	177	139	170	674	

with many opportunities to unintentionally learn how a federal agency functions.

Second, it is possible that formal Canadian Studies programs might find a role to play in stimulating, supporting and facilitating the type of individual learning reported here. For example, one role might involve the development of resource centres which would offer information, advice, material resources, and expertise to individuals or groups seeking such assistance. Another role might be in the development of continuing education or extension programs, short courses, and distance education modules for the general public.

c) Governmental Perspective

Our interest in the governmental perspective involved in Canadian-related learning projects reflects our response to objective (f) in the contract for this study.

The governmental perspective involved in any learning project was identified by the respondent. The results are shown in Tables 16, 17 and 22. Interviewers reported that many respondents had some difficulty in responding to this question. These difficulties appeared to be the result of a shift in the focus being used in the interview. We had, up to the point at which this question was asked, been asking respondents to define and describe their learning activities from their own perspective. In Question 7 we asked them to shift their focus and define a governmental perspective for each learning project. Respondents reported that the question did not "make sense", a response which seems reasonable in the light of the shift from the learner's perspective to the governmental perspective. Learning activities do not occur from a governmental perspective, but rather from

Table 17.

Canadian-related Learning Projects by Governmental Perspective and Topic.

National/Regional/Interjurisdictional Perspective.
(Topics rank-ordered within perspective)

	National Perspective	Regional, Provincial or Municipal Perspective	Interjurisdictional Perspective National + 1 other
1.	Economics	Environment	Constitution
2.	Environment	Community Issues	Politics
3.	Politics History	History	Environment
4.	Family Life	Legal Issues	Economics
5.	Legal Issues	Economics	Community Issues
6.	Constitution	Travel	Legal Issues
7.	Employment Scientific	Family Life Business	International Affairs
8.	Literature	Health Issues	
9.	Community Issues	Educational	
10.		Employment	

an individual's perspective. Therefore, the question is irrelevant to the learner. The responses given, when matched against the actual content of the learning project, occasionally suggest some confusion about precisely what level of levels of government are involved in any given topic. The greatest confusion occurred in relation to the topics of Community Issues, Health Issues, and the Environment. Only a small number of respondents understood the issues related to interjurisdictional conflicts and reported them as such. Most respondents did not appear to have a clear picture of what levels of government were responsible for what types of activities and legislation. One consistent factor did arise however: if there were negative feelings associated with the topic, the federal government was held to be responsible for any problem affecting the life of the respondent.

Because the results obtained from the question about governmental perspective were so unclear, tabular material comparing age, sex and schooling groups has not been provided. Table 16 offers some basic information about national perspectives as compared to some other type of perspective within regions.

Respondents in the Metro Toronto region perceived most of their learning projects to have a national perspective. In fact, much of their learning, especially in the area of political issues (which related directly to the leadership campaigns in two provincial political parties) and community issues, had a provincial perspective but were not reported as such. The unavoidable conclusion is that individuals living in Metro Toronto, followed closely by those living in the rest of Ontario,

Table 18.

Canadian-related Learning Projects as Public Issues
or Private Concerns by Region

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS	
Public Issues	33%	48%	56%	58%	43%	50%	(339)
Private Concerns	67%	52%	44%	42%	57%	50%	(335)
TOTALS	100%	100%	100%	100%	100%	100%	
	(43)	(145)	(177)	(139)	(170)	(674)	

do indeed perceive their activities as being "national" in scope. The fact that Toronto is the centre for the Ontario provincial government, that Ottawa is a relatively inexpensive telephone call away, and that most federal departments and agencies have large branch offices in the Toronto area does much to support their perspective.

If we combine the National perspective and the Interjurisdictional perspective for the other three regions, we might conclude that most Canadians carry out learning activities with a national focus and that we need not be concerned about regionalism or provincialism. However, it would be just as logical to combine the Interjurisdictional perspective with the Regional perspective and conclude that a perspective which is solely National occurs somewhat less frequently than might be desired in the Atlantic, Prairies, and Pacific regions. However, the more logical conclusion is that Canadians living outside Ontario are primarily engaged in activities which suggest that the National perspective is roughly in balance with other perspectives. Since most of the Interjurisdictional projects reported in the Atlantic region involved conflicts between Ottawa and a provincial government, the figures for the Atlantic region suggest that shifts in perspective can be achieved if the federal government comes into direct conflict with the expressed interests of any provincial government.

Table 17 indicates the problems associated with distinguishing among governmental perspectives and suggests that the terms "national" and "regional" have different meanings for individual respondents. The list of topics shows the interjurisdictional problems presented by Legal Issues, the Environment, Community Issues, and Economics; and the general lack of clarity about what level of government is actually responsible for Family Life and Employment, particularly for occupational training.

Table 19.

Canadian-related Learning Projects as Public Issues
or Private Concerns by Age.

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years
Public Issues	39%	52%	51%	56%	52%	45%	30%
Private Concerns	61%	48%	49%	44%	48%	55%	70%
TOTALS	100%	100%	100%	100%	100%	100%	100%
	(71)	(228)	(182)	(100)	(42)	(41)	(10)

Table 20.

Canadian-related Learning Projects as Public Issues
or Private Concerns by Sex.

	Male Respondents	Female Respondents
Public Issues	48%	52%
Private Concerns	52%	48%
TOTALS	100%	100%
	(321)	(353)

d) Public Issues and Private Concerns

The question asking respondents to identify their learning projects as being related to public issues or private concerns was included for two reasons. In our initial discussions, we assumed that respondents might carry out learning projects which focussed on content related to public issues (e.g. the constitution) or to private concerns (e.g. arranging for landed immigrant status for a relative). We also assumed that respondents might carry out learning projects in order to facilitate some public action related to the topic or to be privately informed. That is, the terms "public" and "private" related to both content and objective. The two sets of meanings should have been separated because respondents provided four responses: public content with public objectives (e.g. learning about the specific application of the new constitution to law enforcement); public content with private objectives (e.g. learning about the constitution to be better informed); private content with private objectives (e.g. learning about better parenting in relation to one's children who are regarded as Canadian citizens in-the-making); and private content with public objectives (e.g. probating the will of a family member).

The data gathered in response to this question are summarized in Tables 18 - 23. The tables offer few surprises. The pattern shown among age groups suggests that public learning is linked to the productivity status of the individual. That is, productivity increases with age, then declines with retirement and advancing age; learning related to public issues, as reported in this study, shows the same pattern. The implication is that an individual's perception of learning activities as being related to public issues may be related to the manner in which the individual

Table 21.

Canadian-related Learning Projects as Public Issues or Private Concerns by Schooling.

	Elementary School	Secondary School	Community College or Vocational	University 1st Degree	University Graduate work
Public Issues	40%	49%	56%	56%	40%
Private Concerns	60%	51%	44%	44%	60%
TOTALS	100%	100%	100%	100%	100%
	(35)	(217)	(61)	(275)	(86)

Table 22.

Canadian-related Learning Projects as Public Issues or Private Concerns by Governmental Perspective.

	National Perspective	Regional, Provincial or Municipal Perspective	Interjurisdictional Perspective
Public Issues	50%	44%	64%
Private Concerns	50%	56%	36%
TOTALS	100%	100%	100%
	(383)	(187)	(104)

perceives how society in general values his/her productivity in the marketplace.

The same pattern holds true for increases in formal schooling. The sudden change in the pattern among those respondents with university education beyond the first degree is unexplainable and offers grounds for speculation. It is possible that these respondents were reluctant to label their learning as involving public issues unless the project made some visible impact of the general public.

The differences between male and female respondents are too small to suggest any significant trend.

The overall meaning of the findings in this section, therefore, are somewhat ambiguous. We can address the issue indirectly by speculating what we might have found had the patterns been dramatically different. For example, if we had found that the ratio of public to private learning had been on the order of 10% to 90%, we might have concluded that Canadians found the conditions of their existence and those of the Canadian social system so confusing, hostile or pointless that they had withdrawn into private learning in order to sustain themselves. This set of conditions would suggest that Canadian society was in serious danger of losing the support of its own citizens.

If we had found that the ratio of public to private learning had been reversed, 90% to 10%, we might have concluded that either the Canadian society was in danger of capturing its citizens in a totalitarian society of perpetual enthusiasm for Canadian national issues, or that the Canadian state was in danger of being captured by its citizens in actions growing out of collective learning activities.

Table 23.

Canadian-related Learning Projects as Public Issues or Private Concerns by Topic.

Topics tending to be identified as involving PUBLIC ISSUES.	Topics tending to be identified as involving PRIVATE CONCERNS.
Community Issues	Family Life
Health Issues	Home Economics
Employment	Economics
Scientific	
Educational	
Politics	Legal Issues
Business	Native People
Environment	
Women's Issues	
Constitution	
Immigration	
Citizenship	
Transportation	
International Policy	
Exceptional Canadians	Language
	Literature
	Arts/music/dance
	Crafts
	Travel
	Ethnic Groups
	History
	Religion/Culture
	Sports/Recreation

However, the picture we are presented with by these findings suggests that Canadian society and its citizens live in a reasonably well-balanced social environment and that Canadians hold a well-balanced concern for their private concerns and for public issues.

e) The Planner

This section on planners and the next on resources reflect our interests in how respondents learn about Canada and in alternative methods of learning, objectives (c) and (e) in the contract for this study.

The distinction between planners and resources has been drawn from Tough's original work. The term "planner" refers to the "person or thing responsible for more than half of the detailed day-to-day planning and deciding in a learning project. That is, the planner makes the majority of decisions about what to learn. . .in each learning episode, and/or about how to learn. . .(The) planner may also decide when to begin each learning episode, and the pace at which to proceed."[12] The term "resources" refers to the person or thing providing the subject matter or content to be learned.[13] In some cases, the planner and the resource are the same person or thing, as might be found in programmed learning kits. In most cases, the planner defines activities and creates conditions in which learning will happen at some time in the near future, while resources provide the content, skill or knowledge, with which the learner becomes involved as he/she is learning.

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[12] Tough, The adult's learning projects, (1979), p. 77

[13] *Ibid.*, p. 100.

Table 24.

Planner for Canadian-related Learning Projects by Region.

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS
Self	65%	51%	34%	34%	58%	46% (308)
Mixed - self plus other planner	--	21%	34%	40%	20%	27% (183)
Professional/Expert						
*in group setting	9%	5%	11%	7%	6%	7% (50)
*one-to-one	2%	3%	7%	4%	2%	4% (25)
Peers/Friends/Family						
*in group setting	19%	6%	3%	7%	9%	7% (47)
*one-to-one	--	8%	5%	6%	4%	5% (35)
Object	5%	6%	6%	2%	1%	4% (26)
Totals	100%	100%	100%	100%	100%	100%
	(43)	(145)	(177)	(139)	(170)	(674)

Table 25.

Planner for Canadian-related Learning Projects by Age.

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years
Self	36%	41%	49%	42%	50%	76%	50%
Mixed - self plus other planner	24%	30%	29%	28%	26%	7%	30%
Professional/Expert							
*in group setting	7%	9%	5%	7%	12%	7%	--
*one- to-one	7%	3%	3%	6%	5%	--	--
Peers/Friends/Family							
*in group setting	11%	7%	6%	9%	7%	--	--
*one-to-one	7%	7%	5%	4%	--	2%	--
Object	8%	3%	3%	4%	--	7%	20%
Totals	100%	100%	100%	100%	100%	100%	100%
	(71)	(228)	(182)	(100)	(42)	(41)	(10)

The patterns which are described in the next two sections represent preferred modes of learning for respondents. As adult educators, we are aware that there are considerable variations in preferred modes of learning and that successful learning involves a high degree of chance that the learner will be able to select preferred planners and resources from among those available by chance or design in the learning environment. The critical role played by preference and chance in informal adult learning is in marked contrast to the standardized and predictable approaches used to plan and conduct programs in most formal educational institutions.

Tough's research shows that self-planned learning accounts for an average of 73% of individual learning projects; that 17% are directly planned by professionals in group settings and one-to-one relationships and 3% are indirectly planned by professionals through objects or non-human resources; and that 7% of learning projects involve the learner in interactions with peers, friends, and family[14]. The figures for all respondents provided in Table 24 are remarkably similar if we assume that Mixed planning can be described as a form of self-planning. The respondents in our study reported that they were more likely to rely on peers than respondents in the studies reported by Tough and less likely to rely on professionals.

The "self" as planner dominates in every category (Tables 24 - 27), an inevitable finding when we are investigating voluntary individual learning. Educational undertakings, especially those which are associated with the requirements of certification, often appear ignorant of the primacy of the

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[14] Tough, The adult's learning projects, (1979), p. 193.

Table 26.

Planner for Canadian-related Learning Projects by Sex.

	Male Respondents	Female Respondents
Self	50%	42%
Mixed - self plus another planner	23%	31%
Professional/Expert		
*in group setting	7%	8%
*one-to-one	6%	1%
Peers/Friends/Family		
*in group setting	5%	9%
*one-to-one	4%	6%
Object	5%	3%
TOTALS	100%	100%
	(321)	(353)

Table 27.

Planner for Canadian-related Learning Projects by Schooling.

	Elementary School	Secondary School	Community College or Vocational	University 1st Degree	University Graduate Work
Self	51%	41%	46%	46%	57%
Mixed - self plus another planner	15%	24%	33%	28%	30%
Professional/Expert					
*in group setting	9%	12%	2%	7%	1%
*one-to-one	3%	6%	2%	3%	--
Peers/Friends/Family					
*in group setting	9%	8%	5%	8%	4%
*one-to-one	9%	6%	10%	4%	2%
Object	6%	3%	2%	4%	6%
TOTALS	100%	100%	100%	100%	100%
	(35)	(217)	(61)	(275)	(86)

willing self. Resources and services which attempt to facilitate adult learning must accept the reality that adults learn what they want and need to learn because it is their choice.

Learning in groups with professionals or peers as planners would seem to reflect circumstances approximating those to be found in formal educational programs. However, it also reflects circumstances common to organized voluntary agencies and activities of all kinds, a factor we assume is being reflected in the generally high level of learning carried out with peers, friends and family members. Learning in group settings dominates over learning planned in one-to-one relationships in almost all categories of learners.

Comparisons among age groups (Table 25) suggests progressive changes over the lifespan. Young adults are the least likely to carry out self-planned learning projects, possibly a tendency left over from the dependencies required by compulsory schooling. Increasing age brings increasing independence. In the oldest two age groups, the figures suggest that older learners have fewer and fewer peers to turn to for support and assistance in learning, culminating in the general isolation of learning activities among the very old.

Comparisons between male and female respondents show that women are more likely to learn in relationships with their peers than men and less likely to turn to professionals for planning assistance.

Comparisons among schooling groups shows that self-planning tends to increase with increased levels of formal education. Much research in adult education reports that increasing levels of formal education are associated

Table 28.

Planner for Canadian-related Learning Projects by Topics.

Topics identified as having been planned largely by SELF.	Topics identified as having been planned largely by SELF plus . . .				
	GROUP with EXPERT	GROUP of PEERS	ONE-TO-ONE with EXPERT	ONE-TO-ONE with PEER	OBJECT
Family Life Home economics	Health Issues Employment Scientific Educational	Community Issues	Economics		
Immigration Citizenship Transportation Women's Issues	Constitution	Politics Business International Affair	Legal Issues		Environment
Literature Ethnic Groups Language History Religion	Sports/ Recreation	Arts/Music/ drama		Travel	

with increasing participation in organized educational services.[15] While this may be true, the figures presented in Table 27 indicate that learning activities among the well-educated include an extensive proportion of self-planning.

f) The Resources

With very few exceptions, all categories of learners report using three major types of learning resources: audio-visual resources such as films, radio and television; published resources, such as books, pamphlets, government regulations and newspapers; and persons who provide information, advice, and skills for carrying out learning projects.

The fact that so many respondents reported using audio-visual resources, in particular television programs, tends to dispel the image of the passive viewer who watches television only for entertainment. Many persons involved in the development and design of educational resources have tended to assume that the primary resource used for learning activities was print. If they used or developed audio-visual resources, it has usually been to illustrate a specific point or to add variety to a specific course. The fact that Canadian learners report that they are using audio-visual resources, which have been designed primarily to entertain or inform, as major resources in informal learning projects suggests that the federal government should be paying more attention to the development of these types of learning resources.

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[15] See, for example, L. E. Davie and others, Educational needs and learning conditions of adult learners. Toronto: Ministry of Education, 1978.

Table 29.

Resources used in Canadian-related Learning Projects by Regions.

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS	
Persons	12%	19%	33%	31%	15%	24%	(160)
Public Services	5%	9%	4%	--	8%	5%	(34)
Other Services	--	6%	--	--	2%	2%	(14)
Publications	39%	31%	34%	31%	24%	30%	(204)
Audio-visual	23%	32%	23%	30%	45%	32%	(215)
Hands-on equipment	5%	--	1%	5%	--	2%	(12)
Mixed Resources	12%	3%	3%	2%	5%	4%	(25)
Other	2%	--	2%	1%	--	1%	(8)
None	2%	--	--	--	--	1%	(2)
Totals	100%	100%	100%	100%	100%	100%	
	(43)	(145)	(177)	(139)	(170)	(674)	

Table 30.

Resources used in Canadian-related Learning Projects by Age.

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years
Persons	28%	29%	22%	18%	21%	13%	30%
Public Services	11%	4%	3%	7%	10%	2%	--
Other Services	6%	1%	1%	3%	5%	2%	--
Publications	24%	31%	37%	27%	29%	20%	20%
Audio-visual	27%	25%	32%	37%	33%	56%	50%
Hands-on equipment	--	3%	1%	2%	--	2%	--
Mixed Resources	4%	4%	3%	5%	--	5%	--
Other	--	2%	1%	--	2%	--	--
None	--	1%	--	1%	--	--	--
Totals	100%	100%	100%	100%	100%	100%	100%
	(71)	(228)	(182)	(100)	(42)	(41)	(10)

The relatively low level of utilization of audio-visual resources in the Atlantic region reflects the lack of complete coverage by television or radio throughout the region. The same cannot be said for the equally low level of utilization of audio-visual resources in Ontario. Respondents in various areas of Ontario remarked on the over-abundance of audio-visual resources which was experienced by some as overkill, particularly in relation to the Constitution and Politics. The high proportion of Ontario respondents reporting the use of Persons as resources in learning projects may simply reflect the greater availability of persons with specialized information or skills in the region.

The simple existence of any type of resource within any region is not sufficient to ensure the utilization of that resource. At least two other factors operate in the issue of utilization. First, each learner trusts and prefers one type of resource over other types. A learner who prefers print resources will ignore the existence of persons with expertise or audio-visual resources, even when these resources could provide precisely the same information and assistance. Therefore, information and expertise must be available in a variety of resources in order to ensure that each learner will be able to select his/her preferred resource in any given situation. Second, in order for any type of resource to become functional, the necessary ancillary services must also be available in any region. Audio-visual resources are useless if a region does not have the resources to broadcast or communicate such resources to the general public; print resources must be distributed through a network of libraries, bookstores, news distribution services, and the mail. The Atlantic region appears to have good access to a print delivery system

Table 31.

Resources used in Canadian-related Learning Projects by Sex.

	Male Respondents	Female Respondents
Persons	23%	24%
Public Services	5%	6%
Other Services	1%	3%
Publications	31%	30%
Audio-visual	34%	30%
Hands-on equipment	2%	1%
Mixed Resources	2%	5%
Other	1%	1%
None	1%	--
Totals	100%	100%
	(321)	(353)

Table 32.

Resources used in Canadian-related Learning Projects by Schooling.

	Elementary School	Secondary School	Community College or Vocational	University 1st Degree	University Graduate Work
Persons	29%	26%	15%	23%	26%
Public Services	--	5%	2%	6%	5%
Other Services	--	5%	2%	1%	--
Publications	31%	25%	36%	33%	31%
Audio-visual	31%	34%	31%	30%	35%
Hands-on equipment	3%	2%	2%	1%	1%
Mixed Resources	6%	1%	11%	4%	2%
Other	--	2%	1%	1%	--
None	--	--	--	1%	--
Totals	100%	100%	100%	100%	100%
	(35)	(217)	(61)	(275)	(86)

but poor access to an audio-visual distribution system. The reverse may be true in the Pacific region.

Comparisons among various groups of learners suggests that individuals with low levels of formal schooling are as likely to use print materials as those with high levels. The only variation in the general pattern which requires comment is the increasing reliance on resources other than print resources among older learners.

Table 33 indicates that most respondents used a variety of resources for any topic involved in a learning project. It is not clear whether the patterns reported reflect trends in the actual availability of information and expertise, the most preferred types of resources for any topics, the most effective and efficient means for distributing information for any topic, or the combination of these three factors which is unique to the history of 1981 and 1982 in Canada. We would recommend that the federal government conduct further inquiries into such questions before committing funding resources to the development of new resources to support Canadian-related learning activities.

g) Federal Resources and Desired Federal Resources

In order to ascertain whether respondents had used learning resources made available by federal agencies and departments or were aware of the existence of such resources, we asked them to identify any such resources which might have had a bearing on specific learning projects. We are aware that the federal government is concerned about the discrepancy between the actual quantity and quality of resources made available through federal sources and the degree to which individual Canadians perceive such resources to originate with the federal government. The data presented in

Table 33.

Resources used in Canadian-related Learning Projects by Topics.

(Topics are listed by most frequently used combinations.)

Persons	Persons Publications	Persons Audio-visual	Persons Public Services	Persons Publications Audio-visual	Publications	Publications Audio-visual	Audio-visual	Other Services
Community Issues	Family Issues Economics Education			Health Issues Employment	Home Economics	Scientific		
Women's Issues Immigration Planning/ Land Use	Legal Issues Business/ Commerce				Native Peoples	Environment	Politics Constitution Transportation International Affairs	
	Crafts	Language	Arts/Music/ Drama		Literature Ethnic Groups History Religion/ Culture		Travel	Sports/ Recreation

this section would appear to justify this concern, particularly when we consider the proportion of learning projects reported as having a national perspective. The relatively low level of respondents reporting using or being aware of resources provided through federal sources may partially reflect a lack of awareness of what constitutes a federal resource. For example, many respondents reported, in answer to the question about general resources, that they had used the Canadian Broadcasting Corporation as a learning resource but could not or did not identify it as a federal resource. The low level of response may also represent a two- or three-step process by which information is disseminated. A small group of individuals may make active use of federal resources, then pass these on to other learners who do not identify the same resources as originating with the federal government or its agents. Given these two possibilities, it may be that federal resources are more widely used than was reported and are indeed serving the purposes for which they were intended. If the federal government remains largely concerned with what Canadians know about (and can report on) federal services and resources, then the figures reported in Tables 34 - 37 will not bring much comfort.

In the data analysis, we originally distinguished between those who reported that they had used NO FEDERAL RESOURCES and those who simply gave no answer. Remarks made by several respondents suggested that we should combine these two categories and report both as respondents who did not make use of any federal resources in specific learning projects. In virtually all categories of learners, 50% or more of the respondents did not use federal resources, did not know of the existence of federal resources, or simply did not respond to the question.

Table 34.

Federal Resources used in Canadian-related Learning Projects by Regions

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS	
Persons	2%	1%	2%	2%	4%	2%	(16)
Information Services	--	3%	2%	2%	1%	1%	(12)
Other Services	--	2%	11%	6%	7%	6%	(43)
Publications	19%	22%	11%	12%	11%	14%	(93)
Audio-visual	14%	5%	10%	12%	18%	12%	(79)
Funding	--	5%	6%	4%	1%	4%	(25)
Other	--	3%	6%	4%	2%	4%	(24)
None/No answer	65%	59%	52%	58%	56%	57%	(382)
Totals	100%	100%	100%	100%	100%	100%	
	(43)	(145)	(177)	(139)	(170)	(674)	

Table 35.

Federal Resources used in Canadian-related Learning Projects by Age.

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years
Persons	1%	3%	2%	3%	--	5%	--
Information Services	--	3%	2%	--	--	--	--
Other Services	7%	9%	4%	8%	7%	2%	--
Publications	14%	14%	15%	13%	14%	12%	--
Audio-visual	8%	9%	15%	17%	7%	10%	10%
Funding	3%	4%	2%	5%	3%	10%	--
Other	3%	6%	2%	3%	--	5%	--
None/No answer	64%	52%	58%	51%	69%	56%	90%
Totals	100%	100%	100%	100%	100%	100%	100%
	(71)	(228)	(182)	(100)	(42)	(41)	(10)

Several respondents commented that most people don't even know what information the federal government has to give out or where they would go to ask for such information. Therefore, when looking for learning resources, they do not think to look for information or expertise from federal agencies. Other respondents reported that they had looked for federal resources and, on finding none through their local services, had turned instead to publications and audio-visual resources provided by non-Canadian sources.

The issue of use of federal resources is affected by the same factors as were described under general resources: individual learners have preferred types of resources; the resources must be available when and where the learner requires them; and the learner must be aware of the existence of such resources. The major concern expressed by respondents was for better information, not necessarily more information. Some respondents expressed doubts that the federal government could improve in this area; and some hopes that the government would, in fact, stay out of the entire activity on the grounds that it (the federal government) would botch the entire enterprise. Respondents' comments about federal resources which might have been helpful, had they been provided, addressed three major factors.[16]

First, the largest number of suggestions for improving federal resources implied the need for print materials which were written in layperson's language; were easy to read and understand; explained the background, rationale and implications of various public policies; and did away with aggrandizing the role and accomplishments of the federal government at the expense of shedding light on the realities of life for the average Canadian.

We strongly recommend that the federal government pay some attention to the readability level of its print materials. Several methods exist by which the readability level, in terms of formal educational achievement, can be

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[16] For a more detailed discussion of the problems associated with providing information to individual Canadians, see Who Knows?, a report from the Canada NewStart Program published by the Department of Regional Economic Expansion (Ottawa: Information Canada, 1973).

Table 36.

Federal Resources used in Canadian-related Learning Projects by Sex.

	Male Respondents	Female Respondents
Persons	3%	2%
Information Services	1%	2%
Other Services	10%	3%
Publications	16%	12%
Audio-visual	11%	13%
Funding	3%	4%
Other	4%	3%
None	52%	61%
Totals	100%	100%
	(321)	(353)

Table 37.

Federal Resources used in Canadian-related Learning Projects by Schooling.

	Elementary School	Secondary School	Community College or Vocational	University 1st Degree	University Graduate Work
Persons	3%	3%	3%	1%	5%
Information Services	--	1%	5%	1%	3%
Other Services	3%	8%	5%	7%	3%
Publications	14%	15%	23%	10%	15%
Audio-visual	8%	12%	8%	13%	12%
Funding	6%	3%	--	5%	3%
Other	3%	3%	7%	3%	3%
None/No answer	63%	55%	49%	60%	56%
Totals	100%	100%	100%	100%	100%
	(35)	(217)	(61)	(275)	(86)

measured for print resources. The Secretary of State could assist in this process by developing a resource kit to be used by other federal departments and agencies.

Several respondents expressed the hope that the federal government would soon pass a Freedom of Information Act, although they also expressed doubts that such an Act would actually change the quality or quantity of information available. The same types of comments were made about audio-visual resources, although respondents appeared to be more satisfied with such resources and expressed the desire for more to be produced. Comments from the respondents who had reported using Persons in the employ of federal departments and agencies for learning resources were mixed. Personnel in the Parks Service were highly praised, while officers in employment and immigration offices were sometimes described as being "not very helpful".

Second, respondents expressed concern that they could not obtain information or expertise at times and places which were convenient to them. Some suggestions were that information services should be provided through local libraries or community information services, that various well-used services should be provided through local branch offices in small urban centres, and that the federal government should develop more visibility in small urban centres. One respondent suggested that each small urban centre should have at least one person who was trained to provide advice and connect individuals to appropriate information, services or expertise. The same complaint was not expressed by rural respondents who appeared to use the local agricultural representative for this purpose. The general implication was that small towns are more isolated from federal services than both rural centres and large urgan centres.

Table 38.

Federal Resources used in Canadian-related Learning Projects by Topics.

Topics in which PUBLICATIONS were used more than other resources:

Family Life
Community Issues
Home Economics
Economics
Scientific
Business
Legal Issues
Citizenship
Environment
Native Peoples
Immigration
Sports/Recreation

Topics in which AUDIO-VISUAL resources were used more than other resources:

Politics
Constitution
Women's Issues
Transportation

Topics in which OTHER SERVICES were used more than other resources:

Employment
Education
Travel
History
Arts/Music/Drama

Topics in which FUNDING was used more than other resources:

Family Life
Health Issues

Topics which were reported as involving the most frequent use of federal resources (i.e. the replies NONE or NO ANSWER were less than 50%) were:

Constitution	28%
Health Issues	35%
Travel	42%
Immigration	44%
Family Issues	46%
Employment	47%
Politics	47%
Environment	48%

Third, a number of respondents expressed concern that the information and resouce services of the federal government were not well-known to most Canadians. Several respondents requested the reinstatement of Information Canada. During the course of the study, the existence of the Task Force on Service to the Public was brought to the attention of the research team. We consulted the telephone directory and found this agency listed. While we were aware that this agency does provide information over the telephone, we decided to visit it in person. In the Toronto area, the Task Force is located in a little-used, extremely expensive shopping mall below street level. The office did indeed provide information and the personnel were most helpful. However, copies of federal publications were marked, LAST COPY, DO NOT REMOVE. To obtain these publications, we would have had to travel to a store located some distance away. While the Task Force on Service to the Public (Groupe de travail sur le service au public) may be a step toward informing Canadians about federal services, its name conveys no real meaning to the average Canadian.

As an example of the manner in which the federal government provides resources and information to market itself to its own citizens, the Task Force on Service to the Public offers a case study on the issues of accessibility, visibility, appropriate types of resources, and convenience to the learner. While the Toronto branch of the agency is easily acessible by public transport, it is not located in a well-used, easily visible location. The agency provides Telidon services (an audio-visual resource), and sample copies of print resources which must be obtained elsewhere. The personnel are well-trained but the name of the agency and its telephone directory listing do not indicate that the purpose of the agency is to direct individuals

Table 39.

Level of Current Activity in Canadian-related Learning Projects by Region

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS	
Active	72%	72%	71%	60%	78%	71%	(478)
Inactive	28%	28%	29%	40%	22%	29%	(195)
TOTALS	100%	100%	100%	100%	100%	100%	
	(43)	(145)	(177)	(139)	(170)	(674)	

Table 40.

Level of Current Activity in Canadian-related Learning Projects by Age

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years
Active	68%	66%	72%	77%	69%	88%	70%
Inactive	32%	34%	28%	23%	31%	12%	30%
TOTALS	100%	100%	100%	100%	100%	100%	100%
	(71)	(228)	(182)	(100)	(42)	(41)	(10)

to information, resources and other services of the federal government. The agency's alternative title, "Canada Service Bureau," is not listed in the telephone directory and conveys only slightly more meaning than the title,"Task Force on Service to the Public." Finally, while the agency is open during normal business hours, these hours are rarely those during which an individual learner might be seeking assistance in a learning project. If the Task Force is to serve the public, it must be open for business during hours which more closely resemble those used by public libraries.

We are well aware that the federal government provides extensive learning resources of all types. If the general public does not know about these resources, or if they are in an unuseable format, or if they are provided at inconvenient times and places, then the existence of these resources will continue to be unknown. Perhaps the important point to be made, based on the results of this section, is that the development and provision of learning resources is a matter of strategy: print resources must be made more readable; audio-visual resources must be increased and made more easily accessible to all Canadians; personnel must be well-trained and located in easily accessible, highly visible agencies which are located in all geographic regions, particularly in small urban centres.

Finally, the obvious success of Parks Canada, a department of Environment Canada, suggests a potential case study for further research. The federal government might wish to examine all aspects of Parks Canada in relation to individual learning as a means for understanding

Table 41.

Level of Current Activity in
Canadian-related Learning Projects by Sex.

	Male Respondents	Female Respondents
Active	69%	79%
Inactive	31%	21%
TOTALS	100%	100%
	(321)	(353)

Table 42.

Level of Current Activity in
Canadian-related Learning Projects by Schooling.

	Elementary School	Secondary School	Community College or Vocational	University 1st Degree	University Graduate Work
Active	86%	71%	74%	68%	72%
Inactive	14%	29%	26%	32%	28%
TOTALS	100%	100%	100%	100%	100%
	(35)	(217)	(61)	(275)	(86)

those characteristics of the system which make it so acceptable and praised by its many users. These characteristics could then be used to develop strategies for creating and providing learning resources in others areas.

h) Level of Current Activity

In general, respondents reported that, at the time of being interviewed, they were currently active in pursuing more than two-thirds of their Canadian-related learning projects. Tables 39 - 42 show that this level of activity is true for all categories of learners. In response to the question on future learning projects, many respondents reported they would be continuing with their current projects.

i) Amount Learned, Benefits to Others and Enthusiasm

In the introductory section of this report, we indicated that the learning orientation used in this study does not lend itself to an assessment of the knowledge, skills or attitudes acquired or changed as an outcome of any learning project. We have assumed that it is sufficient to know that attention, time, effort, and personal resources are being directed toward Canadian-related learning projects. It is possible to conclude that individuals would not expend time and other resources on learning activities unless they felt rewarded at some level by feelings of success or satisfaction, perceived evidence of eventual success or satisfaction, or at least sensed they were moving in the direction of success or satisfaction. Otherwise learning activities would be redirected or terminated.

Table 43.

Amount Learned in Canadian-related Learning Projects by Region.

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS	
Large amount or changed a great deal.	67%	51%	55%	50%	55%	58%	(363)
About average.	28%	30%	28%	38%	34%	32%	(215)
Learned or changed only a little.	5%	19%	17%	12%	11%	14%	(96)
TOTALS	100%	100%	100%	100%	100%	100%	
	(43)	(145)	(177)	(139)	(170)	(674)	

Table 44.

Amount Learned in Canadian-related Learning Projects by Age.

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years
Large amount or changed a great deal.	55%	55%	47%	57%	60%	66%	50%
About average.	30%	31%	37%	33%	28%	22%	10%
Learned or changed only a little.	15%	14%	16%	10%	12%	12%	40%
TOTALS	100%	100%	100%	100%	100%	100%	100%
	(71)	(228)	(182)	(100)	(42)	(41)	(10)

However, an investigation of issues related to success and satisfaction seems appropriate for other reasons. Successful outcomes of learning projects and feelings of personal satisfaction can be assumed to be the foundations for further learning enterprises. We have some interest in knowing whether something changed, permanently or temporarily, for an individual which improved the quality of his/her life or satisfied his/her curiousity. Such changes could be viewed generally as an improvement in the lives of Canadians. By extension, we might wish to perceive such changes as evidence for an improvement in the Canadian way of living.

Whether success and satisfaction are related to the amount an individual learns, to the benefits which are perceived to accrue to others, or to the enthusiasm felt by the learner is a matter of individual definition. In formal educational programs, success tends to be measured in terms of the amount learned. In informal learning projects, the amount learned may be more closely related to feelings of satisfaction, while success may be measured in terms of the learner's ability to change something in his/her life. Further, relationships among the amount learned, the benefits to others, and enthusiasm are unclear.

Tables 43-46 indicate that respondents felt they had generally learned a large amount in at least half of their learning projects. The lowest rating on the amount learned occurs among the best educated respondents. This fact may reflect the manner in which the individual respondent interpreted the term "a large amount". Well-educated respondents may set very high standards for an appropriate amount of learning in both formal and informal learning activities. If they perceived themselves as having learned

Table 45.

Amount Learned in Canadian-related Learning Projects by sex.

	Male Respondents	Female Respondents
Large amount or changed a great deal.	56%	52%
About average	29%	34%
Learned or changed only a little.	15%	14%
TOTALS	100%	100%
	(321)	(353)

Table 46.

Amount Learned in Canadian-related Learning Projects by Schooling.

	Elementary School	Secondary School	Community College or Vocational	University 1st Degree	University Graduate Work
Large amount or changed a great deal.	54%	65%	53%	48%	44%
About average.	32%	24%	34%	35%	43%
Learned or changed only a little.	14%	11%	13%	18%	13%
TOTALS	100%	100%	100%	100%	100%
	(35)	(217)	(61)	(275)	(86)

less than anticipated or less than some personally-defined standard, then they would report that they had learned only a small amount.

All respondents were asked to assess the amount they had learned against a self-referenced criterion which could not be determined during the data analysis. Formal educational programs tend to assess the amount learned against formal or group-referenced criteria. Further research in this area is required before the results can be adequately interpreted.

Tables 47 - 50 indicate that the enthusiasm of learners about their own learning projects is generally high. Respondents in the Metro Toronto region report the lowest levels of enthusiasm. It might be recalled that these same respondents also reported the highest proportion of learning projects with a national perspective. We should not conclude, therefore, that the enthusiasm reported by respondents is necessarily related to Canadian content or issues. It is highly probable that enthusiasm is also related to the activity of learning itself and that the activity contributes at least as much to the perception of enthusiasm as the actual content.

Tables 51 - 54 indicate that most learners perceived that the outcomes of their learning projects had relatively little benefit for others. Table 55 indicates that those learning projects in which the outcomes are perceived to have some benefit for others are from the group of topics we described as instrumental and related to family, home and community. The same table indicates that those learning projects in which the outcomes are least likely to be perceived as benefitting others are those from the groups of topics we described as instrumental and related to the Canadian social system and as self-expressive.

Table 47.

Enthusiasm for Canadian-related Learning Projects by Region.

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS	
Very Enthusiastic	58%	46%	58%	49%	59%	54%	(364)
Quite or fairly Enthusiastic	42%	40%	32%	42%	33%	37%	(247)
Not especially Enthusiastic	--	14%	10%	9%	8%	9%	(63)
TOTALS	100%	100%	100%	100%	100%	100%	
	(43)	(145)	(177)	(139)	(170)	(674)	

Table 48.

Enthusiasm for Canadian-related Learning Projects by Age.

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years
Very Enthusiastic	52%	51%	52%	60%	60%	59%	60%
Quite or fairly Enthusiastic	37%	39%	39%	32%	33%	34%	20%
Not especially Enthusiastic	11%	10%	9%	8%	7%	7%	20%
TOTALS	100%	100%	100%	100%	100%	100%	100%
	(71)	(228)	(182)	(100)	(42)	(41)	(10)

Those topics which are reported as involving the lowest levels of amount learned (Table 55) offer grounds for speculation. Perhaps these topics are extremely complex; or there is insufficient or inadequate information and other resources to ensure high levels of learning; or the topics themselves are associated with a high degree of difficulty in learning. It is also possible that respondents estimated the amount learned in terms of the amount of change they were able to effect in their personal lives or in the Canadian social system; and these particular topics resulted in very small amounts of change in the real conditions which affected their lives.

The topics which are reported as involving the lowest levels of enthusiasm (i.e., less than 50% of respondents reporting a specific topic as "very enthusiastic") as indicated in Table 55, offers grounds for further speculation. The topics of Economics, the Constitution and Politics have all been primary public issues during 1981 and 1982. Our respondents may be telling us that they learned about these topics because they felt it was necessary to be adequately informed and not because they felt particularly enthusiastic about the topic itself. Enthusiasm is probably reserved for those topics which the individual selects out of personal interest or about which the individual can effect real changes.

Economics, the Constitution and Politics may be what the Minister, in his guidelines, referred to as "specific public issues of national scope which become important to Canada at a point in time." Our original speculation was that these topics may be one means for encouraging Canadians to learn about Canada by focusing their attention on specific and timely issues. However, respondents' reported enthusiasm for these types of

Table 49.

Enthusiasm for Canadian-related Learning Projects by Sex.

	Male Respondents	Female Respondents
Very Enthusiastic	53%	55%
Quite or fairly Enthusiastic	36%	37%
Not especially Enthusiastic	11%	8%
TOTALS	(321)	(353)

Table 50.

Enthusiasm for Canadian-related Learning Projects by Schooling

	Elementary School	Secondary School	Community College or Vocational	University 1st Degree	University Graduate Work
Very Enthusiastic	43%	61%	56%	52%	45%
Quite or fairly Enthusiastic	49%	31%	38%	38%	41%
Not especially Enthusiastic	8%	8%	6%	10%	14%
TOTALS	100%	100%	100%	100%	100%
	(35)	(217)	(61)	(275)	(85)

topics would suggest that the federal government might wish to use other topics as a means for engaging the attention and affection of Canadian citizens.

The fact that Economics, Politics, and the Constitution are the only topics which are consistently reported as being associated with relatively low levels of amount learned, relatively little benefit to others, and relatively low levels of enthusiasm, in addition to being ranked in the top five topics selected for Canadian-related learning projects, suggests that the federal government needs to pay special attention to the manner in which these topics are perceived by Canadians. It seems highly likely that these three topics are ones for which there is information which cannot be read, cannot be easily understood, or cannot be directly related to the learner's needs and concerns. Perhaps learners actually learned a considerable amount about these topics but could see no useful way to apply that information, knowledge or skill to changing the conditions or events in their lives or to changing the Canadian social system within which these three topics were functional. It seems quite likely, in fact, that respondents found no way to relate what they learned about these topics to their own personal lives and, therefore, felt frustrated in the amount they could learn, the benefits their learning could have for others, and the enthusiasm they might have felt as a result of their learning.

Table 51.

Benefits to Others from Canadian-related Learning Projects by Region.

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS	
Fairly large extent	42%	33%	32%	22%	27%	30%	(200)
About average	23%	26%	23%	34%	35%	29%	(195)
Small extent	35%	41%	45%	44%	38%	41%	(279)
TOTALS	100%	100%	100%	100%	100%	100%	
	(43)	(145)	(177)	(139)	(170)	(674)	

Table 52.

Benefits to Others from Canadian-related Learning Projects by Age.

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years
Fairly large extent	25%	33%	27%	32%	29%	22%	30%
About average	25%	25%	30%	35%	29%	39%	30%
Small extent	50%	42%	42%	33%	42%	39%	40%
TOTALS	100%	100%	100%	100%	100%	100%	100%
	(71)	(228)	(182)	(100)	(42)	(41)	(10)

Table 53.

Benefits to Others from Canadian-related Learning Projects by Sex.

	Male Respondents	Female Respondents
Fairly large extent	32%	28%
About average	27%	30%
Small extent	41%	41%
TOTALS	100%	100%
	(321)	(353)

Table 54.

Benefits to Others from Canadian-related Learning Projects by Schooling.

	Elementary School	Secondary School	Community College or Vocational	University 1st Degree	University Graduate Work
Fairly large extent	14%	32%	24%	34%	18%
About average	46%	27%	33%	24%	41%
Small extent	40%	41%	43%	42%	41%
TOTALS	100%	100%	100%	100%	100%
	(35)	(217)	(61)	(275)	(86)

Table 55.

Current Activity Level, Amount Learned, Enthusiasm, and Benefits to Others for Canadian-related Learning Projects by Topics.

A. Current Activity Level:

All topics are reported as more active than inactive, except for the topic Legal Issues.

B. Amount Learned:

All topics are reported as involving a Large Amount of learning (i.e., more than 50%), except for the following topics in which the amount learned was reported as less than a Large Amount (i.e., less than 50%):

- Economics
- Scientific
- Politics
- Constitution
- Environment
- International Affairs
- Sports/Recreation

C. Enthusiasm:

All topics are reported as involving high enthusiasm (i.e. more than 50%) except for the following topics in which the response "Quite" predominates:

- Community Issues
- Economics
- Politics
- Constitution
- Legal Issues

D. Benefits to Others:

Topics which were rated highest in benefits to others were:

- Family Life
- Community Issues
- Health Issues
- Employment
- Educational

Topics which were rated lowest in benefits to others were:

- Economics
- Politics
- Constitution
- Legal Issues
- Environment
- Business
- International Affairs
- Literature
- Travel
- History

j) Future Canadian-related Learning Projects

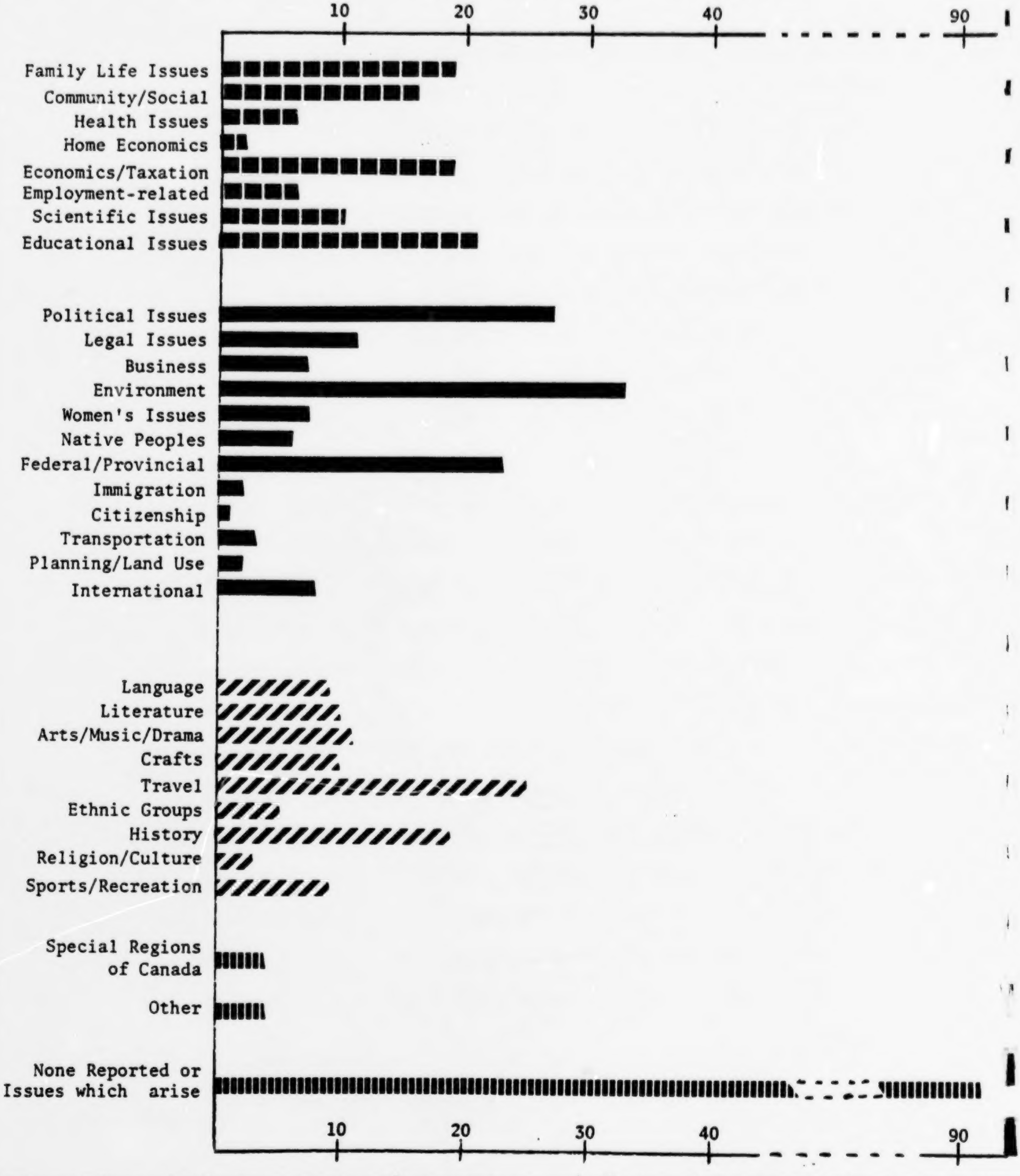
Our concern about future Canadian-related learning projects reflects our response to objective (g) in the contract for this study. The final question of each interview asked respondents to describe any future plans which they might have for Canadian-related learning. Whenever possible, two future topics were coded for each respondent. The results reported in Figure B and Tables 56 to 59 do not reflect precise data and should be read as general trends which might provide one means for understanding potential learning activities in the future.

The vast majority of responses were of three types. First, no responses were recorded for about 10% of all respondents. That is, the interviewer did not record any response on the summary data sheet or in any field notes.

The second type of response came from respondents who said they would be conducting learning projects as the need to change, to adapt, and to solve problems occurred in their daily lives and as events within the Canadian social system dictated. These responses were all recorded under the category "Issues as they arise", and vary from one-third to one-half of all responses. This level suggests strongly that much of adult learning begins, at least, as a reaction to changes in the conditions which affect the daily lives of learners. While the federal government might not be able to plan ahead for such learning activities, various departments and agencies should begin to develop strategies for responding to this type of learning as quickly, effectively and efficiently as possible. The strategies for response can be planned in advance, even if the actual topics cannot be known in advance.

Figure B.

Future Canadian-related Learning Projects by Topic and Frequency.



The third type of response came from respondents who were actively involved in a learning project at the time of the interview which they planned to continue in the future. These responses were recorded under the same topics as are described in Appendix F. About one-third of all responses were of this type. However, while respondents stated that they would be carrying on with a project already in progress, the nature of the projects appeared to change. For example, the continuing interest in the Constitution reflected a change, from learning to be better informed as a Canadian citizen, to learning in order to understand how specific parts of the Constitution would affect specific aspects of daily life. It was in this regard that many respondents, when asked to describe resources which might be useful in future learning projects, requested that the federal government provide easier to read and more explicit background information on such topics as the Constitution, economic policies, international affairs, and the environment.

The remainder of responses appear to reflect the fact that some topics and learning projects can be planned, at least in part, in advance. The topics of Travel, History and Education are of this type. In fact, it seems reasonable to assume that travel and educational activities should be planned in advance, otherwise projects are unlikely to be carried out. When asked to describe resources which might be useful in such projects, respondents requested that the federal government provide additional funding for educational activities; reduce air and rail fares and lower gasoline prices for travel; and provide more extensive resources for historical projects through recording oral histories of older Canadians, publishing

Table 56.

Future Canadian-related Learning Projects by Region and Topic.

(Topics rank-ordered within Regions)

	ATLANTIC	METRO TORONTO	ONTARIO	PRAIRIES	PACIFIC	NATIONAL TOTALS
1.	Environment	Language	Travel	Politics	Environment	Environment
2.	Constitution Community Issues	Economics Education Legal Issues Constitution Literature Arts/Music	Environment	Education Community Issues Sports/ Recreation	Politics	Politics
3.	Politics	Community Issues Scientific Travel History	Family Life Education	Economics Scientific Environment Crafts Travel International Affairs	Economics Constitution History	Travel
4.	Education History		Economics Constitution		Transportation	Constitution
5.			History			Education
6.			Politics Scientific Crafts Literature			Family Life Economics History
7.						Community Issues
% of respondents reporting NONE or "ISSUES AS THEY ARISE"...	56%	38%	13%	26%	36%	33%

historical materials, making archival materials more readily available (particularly in relation to tracing family origins in Canada), and assisting interested learners to contact other persons involved in the same type of activity.

Some of the topics reported suggest that learning projects in these areas have both reactionary and intentional components. Politics, the Environment, and Economics are of this type. Respondents appeared to be reporting that some components of these topics can be learned about in advance and the resulting knowledge and skill utilized in response to changing conditions. The Environment, in particular, seems particularly suited to some combination of intentional and reactionary learning activities.

Other topics appear to have some relationship to each other. For example, the increasing interest in Educational activities may be associated with personal needs to build more economic security through education related to employment and occupational training. This assumption seems to be particularly true for those respondents who have a university education, but do not as yet have occupational training, or who may have professional training which must be constantly up-dated.

Table 57.

Future Canadian-related Learning Projects by Age and Topic.

(Topics rank-ordered within age groups)

	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years
1.	Politics Community Issues	Education Environment	Politics Environment	Constitution	Environment	History Environment	History
2.	Economics Education Constitution	Travel	Education History	Environment Travel	Travel		
3.		Family Life Politics	Sports/Recreation Scientific Women's Issues Travel	History	Politics Economics		
4.		Constitution Community Issues		Economics Politics Literature			

% of respondents reporting NONE or "ISSUES AS THEY ARISE". . .

18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75 + years
25%	33%	30%	36%	22%	50%	50%

Table 58.

Future Canadian-related Learning Projects by Sex and Topic.
(Topics rank-ordered within sex groups)

	Male Respondents	Female Respondents
1.	Environment	Travel
2.	Politics	Environment
3.	Constitution	Education
4.	History Economics	Family Life
5.	Community Issues	Politics
6.	Education	Constitution
7.		Community Issues Literature Arts/ Music/Drama
8.		Scientific Legal Issues Women's Issues International Affairs
% of respondents reporting NONE or "ISSUES AS THEY ARISE". . .		
	32%	34%

Table 59.

Future Canadian-related Learning Projects by Schooling and Topic.
(Topics rank-ordered with Formal Schooling Group)

	Elementary School	Secondary School	Community College or Vocational	University 1st Degree	University Graduate Work
1.	Crafts	Environment	Environment	Education	Environment
2.	Family Life Travel History	Politics	Sports/Recreation	History Economics	Travel
3.		Travel	Business International Affairs	Politics Constitution	Literature International Affairs
4.		Constitution		Community Issues Travel	
5.		Family Life Community Issues Education		Environment	
6.		Economics Legal Issues History		Women's Issues	
7.				Language Arts/Music/Drama Ethnic Groups	

% of respondents reporting NONE or "ISSUES AS THEY ARISE". . .

Incomplete schooling	71%	52%	42%	18%	31%
Complete schooling	54%	28%	40%	19%	--

CONCLUSIONS

The objective of this study was to demonstrate that an investigation of Canadian Studies from the perspective of "learning" would reveal that Canadian citizens engage in a large amount of voluntary learning about their country. To complete this task we adapted a research methodology developed by Professor Allen Tough as part of his continuing enquiry into the nature of individual learning. We believe that, despite the relative lack of statistical significance (a limitation agreed to in the contract), we have demonstrated that such learning does it exist and that it exists on a scale running directly counter to prevailing popular mythology. We think that the results which have been presented will be helpful to the Secretary of State in developing alternative means for implementing activities related to Canadian Studies. However, for these results to be useful, the learning perspective of this study should be used to augment the currently existing educational perspectives of the Department's Canadian Studies Program. In addition the distinctions between strategies for nurturing learning and strategies for both teaching Canadian Studies and marketing Canada must also be recognized as offering viable alternatives and as having different relative merits in supporting, stimulating and facilitating the Canadian-related learning of Canadians of all ages.

The data collected during this research has provided us with many questions which remain unanswered and unexplored. There is much we do not know or understand about why specific learning topics are selected, about how the balance is maintained between formal educational and informal personal learning, and about what sustains or shifts this balance. We believe the results of this study suggest evidence of an ecology of learning, subject to as many voluntary choices as there are learners, an ecology which must be approached with some caution. Our understanding of adult learning is that it involves free choice, personal commitment, an investment of personal time and energy, generates considerable passion, and creates some of the loyalities typical of membership, in this case, membership in Canadian society. The balance achieved through the distribution of these factors among formal and informal learning, reactionary, casual and intentional learning, can be disturbed by many types of interventions.

The scope of the learning reported in this study suggests that a great deal is being achieved toward the stated goals of enhancing Canadian identity and increasing appreciation for Canada and Canadian society. We recognize that this study has not addressed the popular myth that, to appreciate one's country, one must know facts about one's country; but we believe that the act of learning as amply demonstrates a commitment to Canadian society as the knowing of relevant facts.

In the absence of comparable data, we do not know how the Canadian-related learning of Canadians might compare to the learning activities which citizens of other countries engage in about their own countries. We do not know how or whether the ratio of general learning to Canadian-related learning changes over time or in response to variations in the economic, social, political or cultural conditions of the country. To be able to make international comparisons, we would need to encourage other countries to conduct similar studies. For example, Australia, with its approaching bicentennial, might provide comparable data, not only from another country, but also under a different set of social and political conditions. To understand changes which might occur in the learning activities of Canadians, we would need to conduct similar studies, at regular intervals, to obtain data for longitudinal comparisons. We are convinced that such studies, conducted on a regular basis, would provide social information having value comparable to the economic information provided by the monthly cost of living index or employment information provided by the monthly employment surveys. We also believe that any data gathered for these purposes must be made public in much the same way that the yearly conclusions of the Economic Council of Canada are published, if only to alleviate individual and collective concerns about freedom of information in a democratic society.

We believe that similar studies need to be conducted with specific segments of Canadian society, in particular with the four segments excluded from this study--French-speaking Canadians, landed immigrants, Native Canadians and full-time students. Such studies would provide comparable information about groups of individuals influenced by differing citizenship, cultural, political, social, economic and educational conditions.

Further, we do not know how to evaluate our findings in terms of the relative "health" of Canadian society, although we believe that information about so personal and intimate an activity as learning carries with it many implications about the health and well-being of any society. Our experience in conducting the interviews indicated that the interview process itself tended to increase each respondent's self-esteem and to confirm his/her sense of Canadian identity. We strongly urge the Secretary of State to consider our recommendations for conducting further studies in this manner.

Further, our experience in this study suggests that an individual feels an increasing sense of membership in a larger enterprise when he/she can begin with his/her own interests, needs and concerns; can effect reasonable changes in the conditions foverning his/her daily life; and can perceive both the permission and freedom to express him/her own sense of self without the pressure to conform or perform in some socially acceptable way within that larger enterprise.

Regionalism and provincialism are not in themselves damaging to Canadian nationalism; but when they are perceived in negative terms by one or more stakeholders in the balanced enterprise which is Canada, the negative feelings which are generated have the potential for damaging that balance. Most respondents acknowledged the presence of extensive difficulties in the social and economic fabric of Canada. Many asked that the federal government spend more time affirming the positive achievements of Canada as demonstrated through the actions of outstanding citizens such as Terry Fox, the consequences of outstanding projects such as Canadarm, and the works of outstanding performers in the field of arts and letters such as Margaret Atwood.

The Secretary of State may be able to achieve a pan-Canadian perspective only in limited topic areas; but may be able to use the positive feelings generated by such topics to help Canadians understand the problems and concerns which affect us and tend to divide us into ever diminishing communities. The "specific public issues of national scope which become important to Canada at a point in time", as described in the Minster's statement of December, 1981, should probably be viewed as those issues which allow us to express ourselves as Canadians and to understand our relationships to Canada and other Canadians, rather than those issues which raise divisive problems and concerns and bring one region into conflict with another.

Recommendations

The following recommendations propose specific activities and general strategies to make the fullest use of the findings of this study. The specific activities are suggested as a means for extending the data base of the study. The general strategies suggest long-range cooperative planning and coordinating approaches to support and facilitate the learning of individual Canadians.

The general strategies are based on our opinion that the Secretary of State cannot carry out all the required supportive and facilitating activities, but can provide coordinating functions unique to the issue of Canadians learning about Canada. The learning perspective described in this report should become a focus which informs the activities of all governmental departments and agencies, as well as those of public and private organizations providing the services and resources used by many individual learners.

Other ministries, departments and agencies of the federal government need to be encouraged to become conscious of this learning perspective. The adoption of such a perspective might lead to changes in the manner in which information, resources and services are provided to the general public. The development of the Task Force on Service to the Public, while an admirable project, may not enjoy the success it deserves because the name of the agency conveys little meaning to the average Canadian who may be seeking information and the location of agency outlets do not always enjoy high visibility or easy accessibility. Adult learners want resources and services at times and places convenient to their activities; not at times and places convenient to the federal government.

Various public and private agencies which provide educational activities and learning resources also need to be informed of the learning perspective described in this report. With some encouragement, such agencies could develop services and resources which both support and facilitate individual learning activities. In some cases, these providing agencies will be formal educational institutions already involved in Canadian Studies. Such institutions can be encouraged to change their approach to Canadian Studies, not so much for the benefit of the full-time students, as for the part-time learner, the individual researcher, or the continuing education student. In other cases, these providing agencies will be voluntary organizations offering informal educational services and resources. There are, in fact, a myriad of agencies which have the potential for providing the stimulation, support and resources necessary to facilitate individual learning activities.

The Secretary of State needs to consider how it can best facilitate cooperative efforts and coordinate a variety of different activities. We think this can be accomplished best in consultation with government ministries and departments, educational institutions and other providing agencies, in part through discussions centring on the findings of this report and of the other contributions current being received by the Educational Support Branch of the Secretary of State. To this end, we offer the following recommendations:

That the Department of the Secretary of State plan a series of seminars or colloquia with representative of other ministries and departments, educational institutions, and providing agencies to discuss the learning perspective presented in this report and to consider how services and resources could be changed and adapted to support and facilitate the learning of individual Canadians. Further, these seminars should be evaluated in relation to previously established objectives in order to assess both short- and long-term change.

That the Secretary of State provide for the widest possible circulation of this report to agencies providing educational services, to other governmental ministries and departments, and to the individual learners of Canada. We believe that the information in this report presents a positive image of individual Canadians and of the agencies which support their learning and that, as such, it runs counter to prevailing myths which have consistently downgraded the competence of Canadian citizens and their interest in Canada and Canadian issues. Just as the interviewing process reinforced the activities and pride of those we interviewed, we believe that this report, perhaps in a condensed format, would multiply that effect among all Canadians.

That the Secretary of State consider funding further research activities including:

i) a similar study to be conducted among landed immigrants, French-speaking Canadians, Native Canadians, and full-time students;

ii) a group of smaller projects to address several as yet unanswered questions, such as: Why do individuals select specific topics, how do they evaluate sucess and satisfaction or failure and dissatisfaction, who do they use resources, and what constitutes more accessible resources; and

iii) similar studies to be conducted at regular intervals to expand the existing data base and provide a basis for making longitudinal comparisons.

That the Secretary of State begin the process of integrating the learning perspective into its existing Canadian Studies Programs by analysing the learning projects and use of resources within one topic area. For example, the topic of Travel could be analysed to determine what resources and services offered the greatest (and least) support for and facilitation of independent learning in this area. A case study on the topic of Travel should include an assessment of the successful characteristics of Parks Canada as a learning resource.

That the Secretary of State move immediately to discuss, with all ministries, government departments and crown corporations, the importance of assessing the readability level of their publications, the impact of their audio-visual resources, and the effectiveness of their services to the Canadian public and to individual learners. The Secretary of State could begin this process by preparing a resource kit which would assist other ministries, departments, and agencies to assess readaibility levels of print materials.

The implication in much that has been written and discussed about Canadian Studies is that Canadians must be persuaded, even bullied, into learning about Canada and that Canada must be marketed to make it appealing to its own citizens. We believe that Canadians do not need to be persuaded, and certainly not bullied, into such learning because they are already motivated to learn whatever is of importance to them as individuals. Much of what is important to them involves them in various relationships with the Canadian social system, of which one factor is the federal government and its many ministries, departments, agencies, services, resources, and regulations. Nor does Canada need to be marketed to Canadians, although specific issues may need to be emphasized from time to time. What does need to change is the manner in which information is presented and the meaning which is conveyed by that information. Canadians are not generally complacent about their own country or about their own learning. We view the learning activities described in this study, not as something which is a conclusion to a process, but as an ongoing activity which can be stimulated, nurtured, supported, protected, and facilitated.

Our respondents have told us many things about their learning activities and, by implication, about their convictions and loyalities and about their belief in Canada as providing relevant and important learning topics. We believe that we, and all persons who hold the public's trust, should reciprocate by treating individual Canadians and their learning activities with integrity and respect, by realizing that no government can command its citizens to learn but must continually engage in supporting and facilitating their natural learning activities in ways which are seen to acknowledge the worth of both the learner and the learning.

APPENDICES

Appendix A.

MEMORANDUM OF AGREEMENT

This Agreement made this 12th day of March 1982.

BETWEEN:

THE GOVERNMENT OF CANADA
(hereinafter referred to as "Canada")
represented herein by the Secretary of State
of Canada (hereinafter referred to as "The
Minister")

AND:

DR BERNARD SHAPIRO
Director
Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario
M5S 1V6
(hereinafter referred to as "Recipient")

WHEREAS the Ontario Institute for Studies in Education has requested financial assistance under the terms of the National Program of Support for Canadian Studies;

AND WHEREAS the Minister is desirous of providing such financial assistance to the recipient for the purpose of furthering work in the field of Canadian Studies;

NOW THEREFORE THIS AGREEMENT WITNESSES that the parties hereto, in consideration of the mutual agreements herein contained, agree with each other as follows:

PURPOSE OF CONTRIBUTION

1. The recipient will prepare the necessary research instruments and conduct interviews with approximately 300 adult Canadians to establish the answers to the following questions:

    a) To what extent do adult Canadians learn about their country?

    b) What do they learn about their country?

    c) How do they acquire their learning?

    d) What other areas of learning about their country interest them?

    e) What alternative methods of learning exist to provide opportunities to learn about Canada?

    g) Do these alternatives address national issues within a regional or provincial context or with a national perspective?

    h) What national issues do adult Canadians wish to learn about?

The recipient will prepare a final report which includes a fully documented activity report, a final financial report and a final report on the expectations and outcomes of the project including a review and analysis of the methodology and results of the project.

The recipient will provide the Department with a detailed operational plan which outlines possible models to provide adult Canadians with the learning opporatunities they desire.

MAXIMUM AMOUNT OF CONTRIBUTION

2. Subject to Parliament approving the necessary funds, the Minister agrees to contribute towards the expenditures incurred by the Recipient, for the purpose described in clause 1 above an amount not to exceed $48,481.00.

APPROVED BUDGET

3. The expenditure classification as listed in the Recipient's approved budget (see Appendix A) shall be considered as allowable expenditures for which the funds can be used under this Agreement. The Recipient could, if necessary, tranfer funds between budgetary items subject to written approval by the Minister of suggested changes.

PAYMENT SCHEDULE

4. The Minister undertakes to make funds available to the Recipient as follows:

   a) The first advance payment of $20,604.00 which represents the Recipient's costs incurred to date and cash requirements for the months of February and March of 1982 shall be made upon the signing of this Agreement.

   b) The second advance payment of $20,604.00 which represents the Recipient's cash requirements for the months of April and May shall be made upon receipt and satisfactory review by the Department of an activity report and financial statement covering the period from the beginning of the project until March 20, 1982, which shall be received not later than March 31, 1982.

5. Notwithstanding the method of payment outlined in clause 4 above, an amount of $7,273.00 representing 15% of the contribution, shall be withheld pending completion of the project, and receipt and approval by the Department of the following documents:

   (i) a detailed account of activities undertaken in relation to the project;

   (ii) a financial accounting covering the project as a whole;

   (iii) a final report which includes a review and analysis of the methodology and the results of the project and other outcomes as specified in clause 1 above.

   These documents shall be submitted in final form not later than August 30, 1982.

FINANCIAL ACCOUNTING

6. The financial accounting referred to in clauses 4 and 5 above refers to a detailed statement of all sources of revenue and items of expenditure, classified by object of expenditures, as outlined in Appendix A, incurred by the Recipient for the activities funded through this Agreement.

TERMINATION

7. This Agreement, unless otherwise amended, will come into force on 12th day of March and shall terminate on August 30, 1982.

GENERAL CONDITIONS - CONTRIBUTIONS

8. The form entitled "General Conditions - Contributions - Department of the Secretary of State of Canada" which is attached hereto is an integral part of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement on the day first written above.

THE GOVERNMENT OF CANADA

Witness ____________ by: ____________
SECRETARY OF STATE OF CANADA

Witness Angela Hildyard by: ____________
DR. BERNARD SHAPIRO

INTERVIEW SCHEDULE

NATIONAL PROGRAM OF SUPPORT FOR CANADIAN STUDIES

ADULT LEARNING ABOUT CANADA

Section 1: General Background

1. The objective of the project is to provide the Secretary of State with answers to the following questions, by means of interviewing approximately 300 English-speaking Canadians:

   a) To what extent do adult Canadians learn about their country?

   b) What do they learn about their country?

   c) How do they acquire their learning?

   d) What other areas of learning about their country interest them?

   e) What alternative methods of learning exist to provide opportunities to learn about Canada?

   f) Do these alternatives address national issues within a regional or provincial context or with a national perspective?

   g) What national issues do adult Canadians wish to learn about?

2. The information collected and answers provided will be based on two types of qualitative judgments:

   a) The judgment of the interviewers in following up on responses which hold promise of revealing intentional learning relevant to Canada and Canadian issues of regional, provincial or national importance. Interviewers are asked to judge which emphasis--national, regional or provincial--is most important.

   b) The judgment of the principal investigators in codifying, categorizing, and interpreting the information collected.

3. We recommend that the interviewers begin with the broadest possible questions by asking the respondent to describe any learning projects in which he/she has engaged in the past 12 months; then narrowing detailed descriptions to concentrate on those learning projects which suggest provincial, regional or national issues, or to concentrate on the public aspect of the learning projects listed.

4. A data sheet should be completed which lists all learning projects described by an individual respondent; and a separate data sheet should be filled out for each learning project described in detail as being one related to Canadian public issues.

INTERVIEWER PAGE 2

5. The Interview Schedule consists of two types of pages. Those pages labelled INTERVIEWER PAGE are for the exclusive use of the interviewer and provide guidelines for the interview itself. Those pages labelled RESPONDENT PAGE are to be handed to the respondent at the appropriate time or read aloud to the respondent if the interview is being conducted by telephone or if there is any indication that the respondent may be having some difficulty reading.

Respondent pages are colour-coded for easier use in those instances in which material is mailed to the respondent prior to a telephone interview.

A "FIELD NOTES" sheet is to be completed for each respondent. This sheet will be held by the interviewer in case any call-backs are required. For as many learning projects identified as being related to Canada or Canadian issues as possible, an individual data sheet is to be completed. The name of the respondent is not entered on this sheet. The interviewer should have sufficient data sheets for each interview.

6. The interviewer must ascertain, before conducting any interview, that the potential respondent meets the criteria which have been established for this particular study: that is, persons who are under 18 years of age, are full-time students, are landed immigrants or visitors, or are native (Indian, Metis, Inuit) Canadians are to be excluded from this study. These excluded categories of persons will be reflected in other studies being conducted by other groups of researchers under similar contracts with the Secretary of State.

7. We are indebted to Allen Tough and his associates for the main body of the questionnaire and interview schedule. It was originally designed and used in a variety of research projects which were reported in The Adult's Learning Projects (Toronto, OISE Publications, revised 1981)

We have assumed, on the basis of Tough's work, that all adults do engage in learning projects. We wish to determine how many of these projects are related to learning about Canada and Canadian issues and what conditions enhance or limit this learning.

8. If you have any questions, please contact one of the following persons:

In the Atlantic provinces:	Dr. Theresa MacNeil, Dept. of Adult Education, St. Francis Xavier University. 902-867-3952
In British Columbia:	Dr. Gordon Selman, Faculty of Education, University of British Columbia. 604-228-2380
In Ontario or the Prairie provinces:	Dr. Alan Thomas, Dept. of Adult Education Ontario Institute for Studies in Education 416-923-6641 (ext. 350)

INTERVIEWER PAGE 3

Miscellaneous Notes for Interviewers

Do not interrupt the respondent's list of learning projects in order to ask criterion questions about time or Canadian focus, unless it is very clear that the individual is far off the track in defining a learning project.

Whenever there is a long pause, though, you may want to start the process again by asking for clarification of one or two or three likely learning projects that have already been mentioned. The list of learning projects is elicited through a series of questions which vary the approach used.

If you are at all doubtful, check about the criteria for an intentional learning project: that is, we are looking for learning projects in which the respondent intended to gain knowledge, skill or understanding and retain what was learned for more than 48 hours. If the learning project identified took less than three (3) hours total, we will not include it in the final results.

Use all your insight and inquiry skills in clarifying, rephrasing and reflecting statements in order to understand just what the real focus of the learning project was. Try to become as precise as possible. If the respondent selects one of the topics or methods from our list, try to have them restate it using their phrase or words rather than ours. Record the desired knowledge or skill, the task or responsibility, the question or interest, or whatever the focus was.

DO NOT QUESTION OR QUARREL WITH THE INDIVIDUAL'S DECISIONS AND DATA, but do sometimes make one or two attempts to check their understanding of the questions you ask or clarify the answers they give. Record any doubts you may have about the responses you get.

Whenever the person mentions some activity or life activity that you think may have produced other learning projects, ask about this possibility. At the end of the interview, tell the respondent to phone you if he/she thinks of another learning project in which we might be interested.

The issue of reading ability is a delicate one. If you think the respondent may be having trouble reading, ask if it might be helpful if you read the list over with them. Once you have established whether the respondent can (or can't) read, you will know how to deal with the remaining questions.

At the end of your interview and after you have left the respondent, code the summary sheet and each learning project sheet with a code of your own devising for future reference if necessary. Also complete the question at the bottom of the Learning Project Data Sheet on whether or not you agree that this particular project was related to Canada or Canadian issues. One coding system which might be useful is to use the respondent's telephone number or your own initials plus sequential numbers. We are not interested in names but we may need to check back with you at a later date.

CANADIAN STUDIES PROJECT

Additional suggestions for interviewers

1. Your initial task is to help respondent become accustomed to concept of a LEARNING PROJECT. The initial questions on pages 4 and 5 are designed to accomplish this task. As soon as an individual respondent becomes accustomed to thinking about learning in terms of learning projects, you can move directly to the GREEN SHEET. Our experience suggests that most respondents will give a complete list on the basis of the initial probes and the green sheet. However, if you are unsure, then use the YELLOW SHEET as a back-up question. Otherwise omit this sheet.

2. The second tasks is to identify those learning projects which are related to Canadian issues, Canadian concerns, and to those activities which appear to promote Canadian identity. Therefore, while a learning project in pottery may not be "Canadian" by your definition, it may contribute greatly to the respondent's sense of being a Canadian. Both public issues (i.e. the consitution, immigration, etc.) and private issues (i.e. those related to Canadian identity are of interest.

3. The third task is to complete one LEARNING PROJECT DATA SHEET for each Canadian-related project which appears promising. If the respondent lists several projects which seem related or similar, focus on one and then move to a different type of project. Do as many individual learning projects as time allows. Use your best judgment in selecting those which you will focus on individually.

4. In estimating time, do not spend excessive time on this item. We are mainly interested in whether the project exceeded at least three hours.

5. A project does not have to be initiated in the previous year, but might be completed or continued in the previous year.

6. Only ask Question # 12 once.

7. Be sure to code all data sheets from one respondent with same code number.

8. When you make your initial contact with a potential respondent, explain what a learning project is so that he/she can think about activities before your interview.

9. Local issues should be classified as Regional.

10. We are relying on your best judgment in deciding what projects to investigate more fully, in how quickly you can move to identifying Canadian issues, and in how much and what type of information you can obtain, without anxiety, from individual respondents.

INTERVIEWER PAGE 4

Section 2: The Interview Guide

INTRODUCE YOURSELF (Introduce project if this appears to be appropriate)

Check to make certain that the respondent meets the criteria for this particular research project.

If you are conducting the interview by telephone and have mailed out material in advance, check to make sure that the respondent has received the material and has it on hand for use during the interview.

Check to make sure that this is an appropriate time for the interview. You and the respondent will both need one-half to one hour. If the time is not convenient, or some other activity may interfere, make firm arrangements for a subsequent time for an interview.

If you are conducting the interview in person, ensure that you will not be disturbed for one hour and that your immediate environment will be quiet and free from distractions.

The lines which follow will provide you with guideliness for your conversation with individual respondents.

"Our research is about the kinds of efforts that Canadians are making to learn, particularly about things related to being Canadian. Every day we add to our store of information by reading the newspaper, listening to the radio, watching the television, or talking with friends. But our research is intended to get at the deliberate efforts of people who set out to learn something or to learn how to do something. Everyone learns, but different people learn different things--and in different ways. I'm interested in listing the things you have tried to learn in the past year.

(PAUSE and RECORD IMMEDIATE RESPONSES on SUMMARY DATA SHEET)

When I say "learn", I don't just mean learning the sorts of things that people learn in schools and colleges. I mean any sort of deliberate effort at all to learn something. Perhaps you tried to get some information, or to learn a skill, or just to increase your appreciation or understanding about something. Can you think of any learning efforts like this that you have made during the past 12 months.

(PAUSE and RECORD IMMEDIATE RESPONSES on SUMMARY DATA SHEET)

INTERVIEWER PAGE 5

OPTIONAL QUESTION

Try to think back over the past 12 months--right back to March of last year. I'm interested in any deliberate effort you made to learn. Anything at all might be included. Your learning effort might be about something that was a personal problem or it might have been about some public issue. It doesn't matter whether your learning effort was easy or hard, big or little, highbrow or lowbrow, serious or fun, important or trivial--the main point is to try to recall that you deliberately undertook to learn.

(PAUSE and RECORD RESPONSES on SUMMARY DATA SHEET)

OPTIONAL QUESTION

We want to make as complete a list as possible because we think that people make far more attempts to learn than anyone realizes. We can include anything--any sort of information--knowledge--skill--or understanding--that you have tried to gain, just as long as you have spent at least a few hours at it sometime during the past 12 months. What else can you recall?

(PAUSE and RECORD RESPONSES on SUMMARY DATA SHEET)

Look over the GREEN SHEET. It contains a list of some of the things people learn. It may remind you of other things you have tried to learn during the past 12 months. Take as long as you want to read the list and to think about whether you tried to learn about anything on the list or about anything that might be similar.

(PAUSE and RECORD ANY NEW RESPONSES on SUMMARY DATA SHEET)

(Note: If respondent appears to be having trouble reading, read the list out loud. If you are doubtful, ask the respondent: "Would it be easier for you if I read the list to you?" If the reply is "Yes", then say, "When you hear a topic which reminds you of something you have learned about, stop me to tell me about it.")

PTIONAL ESTION

Now look at the YELLOW SHEET. It outlines some day-to-day situations which might remind you of other learning efforts you have made. Let's go through the yellow sheet together.

(LIST ANY NEW RESPONSES)

(Note: the same issue of reading is involved with the yellow sheet)

Now let's go over the learning efforts you have mentioned so far. I'd like to know which of them are related to Canada or to Canadian issues or to concerns you have as a Canadian. We are interested in whether you think the learning you did was related in some way to Canada or Canadian concerns. A Canadian issue might be one which is provincial or regional or national.

(GO OVER LIST ON SUMMARY DATA SHEET AND MARK THOSE WHICH RESPONDENT VIEWS AS BEING RELATED TO CANADA OR CANADIAN CONCERNS.)

#1 Now I'd like to find out more about each of these learning efforts which you have identified as being related to Canada or Canadian issues.. Let's look at

learn ______________________________.

The PINK SHEET includes some suggestions for helping to estimate the number of hours you spent in your actual efforts to learn this, plus the number

#2 of hours you spent in planning and preparing for that learning.

(NOTE: If possible, pin down and record on a LEARNING PROJECT DATA SHEET just what the learning episodes were. For example, you could ask, "How did you go about learning this?"
"What did you do?"
"Was there anything else you did to learn it?"
Examples of the activities you might record are: watched a pro, listened to records, read....practised...attended... The activities you should listen for will be in the form of verbs. This list of activities is primarily for your benefit in helping the respondent estimate time accurately. We do not need the data for other purposes.

To help you keep track of the various activities involved in the learning project write each activity down on the LEARNING PROJECT DATA SHEET. Record activities opposite #1 and time estimate opposite #2 on sheet).

#3 Now, I'm going to read you two statements. I want you to tell me which one best describes this particular learning project at the present time.

A. NOT VERY ACTIVE -- that is, you have dropped it or completed it, or you have set it aside for a while or you are spending much less time at it now than you were before; OR

B. DEFINITELY ACTIVE -- that is, you are definitely continuing this learning effort right now and you are spending about as much time on it as ever.

(RECORD "A" OR "B" opposite #3 on LEARNING PROJECT DATA SHEET)

INTERVIEWERS PAGE 7 CODED BLUE

ALSO RESPONDENT SHEET 4

Hand Respondent Blue sheet (Respondent Sheet #4) and ask him/her to answer following questions as these relate to individual learning project. Record answers on LEARNING PROJECT DATA SHEET.

#4 Please think for a moment about how much knowledge, information, and understanding you gained as a result of this one learning project--or think about how much your skills and habits improved--or how much your attitudes or appreciation changed. Would you say that altogether:

A. you learned a large amount or changed a great deal;
B. you were about halfway between (A) and (C); or
C. you just changed or learned a litte.

How enthusiastic have you been about having this new knowledge and skill?

F. very enthusiastic
G. quite enthusiastic or fairly enthusiastic
H. not especially enthusiastic

#6 Let's set aside your own benefits for a moment and look at any benefits for other people. Your new knowledge and skill might have been of some benefit to your family, your friends and relatives, your boss, your company or organization, your field, or even to people who live in other places. To what extent did the knowledge and skills you gained provide some benefit to people other than yourself?

J. to a fairly large extent;
K. medium (about halfway between J and L); or
L. only to a small extent.

You have identified this particular learning project as being related to Canada or Canadian issues. We'd like to know whether you think that the focus of this learning project involved a national perspective or a regional or provincial perspective, and whether you viewed your learning as being primarily related to public issues or as largely a private concern.

Would you judge this learning project to involve a national perspective? A regional perspective? Or a provincial perspective?

Would you describe this learning project as being related primarily to public issues? Or to private concerns?

#8 Now I want you to think about this learning project and try to decide who or what was the planner. That is, who decided what you would learn--- and how you would learn. How does this learning project fit into one of the four ways of planning described on the WHITE SHEET?

PLANNING FOR LEARNING

There are four different sort of learning efforts, according to who plans them. That is a person's efforts to learn can be classified according to who was responsible for the day-to-day planning. We have to look at who planned or decided what and how you learned in various parts of your learning project. For example, who decided what you should read or hear or what else you should do in order to learn? Read the list below and tell me what best describes the type of planning that was involved in your learning project.

1. Some learners decided to attend a group or class or conference and to let the group (or its leader or instructor) decide the activities and detailed subject matter from one session to the next. A group can be of any size from five persons to several hundred.

2. In other learning efforts, the planning or deciding of the details is handled by one person who helps the learner in a one-to-one situation. That is, there is one helper (or instructor, teacher, expert, friend) and there is only one learner. These two persons interact face-to-face, or through correspondence or the telephone.

3. In some learning projects, most of the detailed planning regarding what to learn and do at each session is provided by some object or nonhuman resource. Examples of nonhuman resources might be: a set of recordings or tapes, a series of television programs, programmed instructional materials, a workbook or other printed materials, a language lab. The learner follows the program or materials-- and the materials tell him or her what to do next

4. In other learning projects, the learner retains the major responsibility for the day-to-day planning and decision-making. The learner may get advice from various people and use a variety of materials and resources. But he or she usually decides just what detailed subject matter to learn next and what activities and resources to use next. Instead of turning the job of planning over to someone else, the learner makes these day-to-day decisions himself or herself.

INTERVIEWER PAGE 9

(Note: If no one resource was primarily (i.e. 51%) responsible, classify that learning project as MIXED PLANNER. If the respondent does not seem to understand , or if you feel doubtful about the response given, ask the respondent who the particular planner was for this project [i.e. identify by name first and then by category. Do not write any names on the data sheet].

If the respondent asks, or if you anticipate any difficulty, explain that we are interested in who the planner was for the past 12 months rather than earlier.)

#9 Now, think about the resources you used in your learning project. We call them learning resources and they can be people -- individuals or groups--or things such as books, computers, maps, pictures, instructions, and so on. What were the major learning resources that you used in your learning project?

(PAUSE and RECORD RESPONSES)

#10 Are you aware if the Federal Government provided any of these resources or provides similar resources? Did you make use of any resources provided by the Federal Government?

(PAUSE and RECORD RESPONSES)

#11 Can you describe any conditions which made your learning project more difficult to carry out than you would have liked or anticipated? Can you describe any conditions or resources which would have made your learning project easier to carry out or more satisfying to complete? Could the Federal Government have provided any of these resources or conditions?

(PAUSE and RECORD RESPONSES. If respondent has any additional comments to make about federal government services, information services, etc., record these at the bottom of the LEARNING PROJECT DATA SHEET. Do not solicit such comments: simply record them if such comments are made.)

INTERVIEWER PAGE 10

When you have completed a LEARNING PROJECT DATA SHEET for learning projects identified as being related to Canada or Canadian issues, complete the last two items on the SUMMARY DATA SHEET.

Question # 12

Thinking ahead now, have you any plans for learning more about Canada or about Canadian issues in the future. What are some of the topics you are interested in? What sorts of resources or conditions would be most helpful to you in carrying out such learning projects?

(PAUSE and RECORD RESPONSES)

Now I need some basic information about you to help us classify these learning projects. I need to be able to place you into an age group.

(Show respondent age groupings and check off appropriate group)

I also need to know what was the highest level you completed in the formal educational system.

(Record highest completed level. If you are not sure of Canadian equivalents, record number of years of formal schooling completed.)

Thank respondent for his/her time and help.

SOME THINGS THAT PEOPLE LEARN ABOUT

a sport or game; swimming; dancing; bridge
current events; public affairs; politics; peace; government policies
biography; history; geography; literature
sewing; cooking; homemaking; entertaining
driving a car; car repairs; insurance; purchasing a car
home repairs; woodworking; home improvement projects; decorating; furniture
a hobby or craft; collecting something; photography
raising a child; discipline; infant care; education of children
nature; agriculture; birds; conservation
mathematics; statistics; arithmetic; use of computer systems
speed reading; effective writing; public speaking; vocabulary
science; astronomy; space exploration
health; fitness; posture; clothes; appearance
travel; some region; city; neighbourhood; province
railways; air travel; inter-provincial transportation; communications
personal finances; savings; insurance; investing; retirement
psychology; effective relationships with others; groups; leadership
typing; data processing; mechanical skills
some personal problem; mental health; an illness or medical condition
various careers; choosing an occupation; finding a job
gardening; landscaping
being promoted; job responsibilities; decision-making
musical instrument; singing; music appreciation
professional or technical competence; sales skills; teaching or supervising
religion; mythology; ethics; philosophy; moral behaviour
current changes in society; the future; urban problems; pollution; the law
social relationships; manners; marriage; family relationships; geneology
art; painting; architecture
business management; economics; taxation; unemployment; regulations
national/international business practices and ethics
sensory awareness; human potential; communicating; understanding oneself
English; French; some other language
women's issues; citzenship; ethnic concerns; multiculturalism
voluntary organizations; volunteering
new techniques; new ways to do things; innovations; patent laws
parliament; political groups; constitutional law

SOME SITUATIONS IN WHICH PEOPLE LEARN THINGS

Can you recall any other efforts to learn that were related to your home or family? Anything related to your hobbies or recreation? Your job? Or, anything that an organization or church or committee with which you are associated has caused you to investigate.

Going right back over the past 12 months, can you recall any other times that you tried to learn something by reading a book? Whe you read newspapers or magazines, do you read about certain topics because you want to remember the content? Have you tried to learn anything else from booklets, pamphlets or brochures? From memos, letters, instructions or plans? From technical or professional literature? From material from a library? From workbooks or programmed instruction? From an encyclopedia or other reference work?

Have you deliberately learned anything from a medical doctor? A lawyer? A counsellor or therapist? A financial or tax adviser? A social worker? A coach? A private teacher? A specialist or expert? Individual private lessons? Documentaries or courses on television? TV news or other TV programs? Radio programs? Theatre productions? Tape recordings?

Have you tried to learn from conversations? Or from asking questions: that is, have there been any topics that you have tried to learn about from your friends or other people? Have you deliberately sought to learn by seeking out stimulating individuals? Have you tried to learn anything from your parents? Your spouse? Your brother or sister? Your children? Your neighbour?

Perhaps you have learned something in a group, a meeting or at a conference? From a retreat or weekend meeting? From an institute or short-course? From attending evening classes or lectures or a speech? From a correspondence course? From participating in a club or association? In a church or synagogue? A college, university or school? In a company or factory or office? In a government program? At an exhibition, museum, or art gallery? On vacation?

Were there special activities in which you were involved over the past year that caused you to learn something? Did you purchase something? Or travel somewhere? What were your main jobs or activities 11 months ago? Your major problems or concerns? Did you do any learning about these?

RESPONDENT SHEET 3

TIME ESTIMATION

We need your best guess about the total amount of time you spent at all aspects of this particular learning effort during the the past 12 months.

Please include the time you spent reading---listening---observing---or learning in some other way. However, we are only interested in this time if your main purpose during that activitiy was to gain and retain certain knowledge or skill. In other words, we will include all the time spent in activities in which at least half of your total motivation was to gain knowledge or skill and to retain it until at least two days later.

In addition to the time you spent at the actual learning itself, please include all the hours, during the past 12 months, that you spent in deciding about the learning, planning the learning, and preparing and arranging for the learning. This could include any time spent in deciding whether to proceed with the learning---deciding what to learn---deciding how to learn---deciding where to get help---seeking advice about these decisions (from other people or from printed materials)---travelling to some of the learning activities, such as a meeting or practice session or library---arranging appropriate conditions for learning---choosing the right book or person for the actual learning---obtaining that book or reaching that person.

Of course, you may not be able to remember exactly how many hours you spent on this learning project but we would like your best guess.

RESPONDENT SHEET 4

4 Please think for a moment about how much knowledge, information, and understanding you gained as a result of this one learning project--or think about how much your skills and habits improved--or how much your attitudes or appreciation changed. Would you say that altogether:

A. you learned a large amount or changed a great deal;
B. you were about halfway between (A) and (C); or
C. you just changed or learned a litte.

#5 How enthusiastic have you been about having this new knowledge and skill?

F. very enthusiastic
G. quite enthusiastic or fairly enthusiastic
H. not especially enthusiastic

#6 Let's set aside your own benefits for a moment and look at any benefits for other people. Your new knowledge and skill might have been of some benefit to your family, your friends and relatives, your boss, your company or organization, your field, or even to people who live in other places. To what extent did the knowledge and skills you gained provide some benefit to people other than yourself?

J. to a fairly large extent;
K. medium (about halfway between J and L); or
L. only to a small extent.

7 You have identified this particular learning project as being related to Canada or Canadian issues. We'd like to know whether you think that the focus of this learning project involved a national perspective or a regional or provincial perspective, and whether you viewed your learning as being primarily related to public issues or as largely a private concern.

Would you judge this learning project to involve a national perspective? A regional perspective? Or a provincial perspective?

Would you describe this learning project as being related primarily to public issues? Or to private concerns?

CODE ____

SUMMARY DATA SHEET

INSTRUCTIONS: Complete one Summary Data Data Sheet for each respondent. Then complete one LEARNING PROJECT DATA SHEET for each project identified as being related to Canada or Canadian issues. Obtain Demographic Data at end of interview and transfer to individual sheets.

DATE: ____________________

LIST OF LEARNING PROJECTS:	Identified as learning related to CANADA or CANADIAN ISSUES

(Use reverse side for additional projects)

#12 Future plans: ____

____

____

____

DEMOGRAPHIC DATA: (Obtain at end of interview)

Age:
18-24 years ___
25-34 years ___
35-44 years ___
45-54 years ___
55-64 years ___
65-74 years ___
75 years & over ___

Sex:
Male ___
Female ___

Education: Record highest level of formal education completed

____

CODE

LEARNING PROJECT DATA SHEET

#1 Describe knowledge or skill involved in ONE learning project which has been identified as being related to Canada or Canadian issues.

#2 Estimated number of hours: ________

#3 A (Not very active) B (Definitely active) CIRCLE ONE

#4 A (Large amount) B (Halfway) C (Litte change) CIRCLE ONE

#5 F (Very enthusiastic) G (Fairly enthusiastic) H (not enthusiastic) CIRCLE ONE

#6 J (Large extent) K (Medium extent) L (Small extent) CIRCLE ONE

#7 National____ Regional____ Provincial____
Public concern _____ Private concern _____.

#8 Type of planner (underline one):

Group with professional	Object (nonhuman resource)
Peer group	Learner (self-planned)
One-to-one professional	Mixed
One-to-one friend/relative	Other (describe) ____________________

#9 Resources used:____

#10 Resources which federal government provided:______________________________

#11 Resources which federal government could have provided:____________________

FOR INTERVIEWERS USE ONLY

I agree ________ disagree _______ that this learning project was related to Canada or Canadian issues.

CODE

INTERVIEWER PAGE

FIELD NOTES FOR INTERVIEWER

Name of Respondent ______________________________

Address ______________________________ Telephone number: ____________

____

Code ______________ Date of Interview ______________

Place of Interview ______________________________

In the space below record any concerns or observations you think might be of interest to the principal investigators. We particularly need to know if the respondent has identified a learning project which appears to be related to Canadian issues but was not identified as such by the respondent; and about any learning projects which were identified as being related to Canadian issues but about which you had some doubts. Record your reasons briefly.

Categories of Learning Projects

The following list represents the categories into which Canadian-related learning projects were classified and provides some examples within each category.

Family Life Issues

- Care of children, parenting
- Marriage,separation and divorce
- Abused children
- Battered wives
- Foster children, faster parenting
- Single parenting
- Services provided to: eg. child care services
- Use of drugs among adolescents

Community and Social Issues

- Voluntary agencies
- Tenants' rights
- Rent controls
- Local employment opportunities
- Disadvantaged groups
- Co-operative housing
- Services to families, old age pensioners
- Rehabilitating ex-inmates
- Home and School Associations
- Social demography

Health Issues

- Hospital services
- Home care services
- Staff training
- Doctors' fees (e.g. OHIP fees in relation to doctors' strike)
- Occupational Health and Safety issues in workplace
- Drug addiction services
- Cancer control clinic (Terry Fox as an example)
- Emergency response teams
- Regulations governing building, staffing and operating of hospitals which have interjurisdictional implications (e.g. on Indian Reserves).

Home Economics

- Food production (vegetable gardening)
- Food preparation, diet, nutrition
- Fashion, Clothing
- Home maintenance
- Remodelling
- Household purchases
- Insulation
- Mobile homes

Economics and Taxation

- Saving money
- Interest rates
- Investments
- Taxation and tax laws
- Pensions
- Insurance
- Federal and provincial pudgets
- Government economic policies
- Bankruptcy
- Land purchase, mortgages

Employment and Occupation-related Issues

- Unemployment - dealing with UIC office
- Manpower - dealing with CEIC office
- CHOICES - assessing possible jobs
- Job training
- Occupational upgrading and retraining

Scientific Issues

- Computers - use in office, home
  - learning how to use
- Home use of electronics
- Metrication
- Space exploration - Canada's role
- Maps - drawing, reading
- Oceanography
- Use of video equipment to film educational/community programs
- Visits to Science Centres, observatories, etc.

Educational Issues

- Upgrading - participating in basic upgrading
  - learning to teach basic upgrading
- Investigating educational programs at various levels
- Publication of Canadian school books
- Tutoring deaf children, learning to use brailling typewriter
- Developing educational programs based on Canadian issues (e.g. economics, history) for later teaching.
- Planning to return to educational programs

Attitudes

- Attitudes of Canadians toward various concerns such as immigrants, other regions, etc.

Politics and Political Issues

- Current events - as a general classification
- Political parties - an issue in Ontario
- Provincial elections - an issue in Saskatchewan, British Columbia
- Organizing elections, canvassing, running for office
- Political corruption
- Operation of federal parliament in recent months.
- Politicians

Law and Legal Issues
- Wills, probate of estates
- Adoption
- Buying a business, bankruptcy
- Labour legislation
- Civil actions
- Criminal actions (e.g. nature of Carl Olson case)
- Divorce

Business, management, construction, manufacturing, labour
- Local construction association
- Sales skills
- Meeting government reulations (e.g. Canadian export documentation)
- Operating rural Post Office
- Commodity markets
- Managing a farm, small business, etc.
- Labour unions
- Labour-management relations

Environment and Natural Resources
- Pollution - acid rain
  - effect on fisheries
- Conservation - seal hunt
  - renewable resources
  - solar heat
  - wood burning stoves
  - self-sufficient life
  - energy-efficient housing
- Animal and Plant Life - specific to region (identification)
  - muskox
  - eagles
  - birds of Grand Mannan Island
  - salmon fishery
- Farming
- Geography
- Atomic energy
- Gardening - all types

Women's Issues
- Status of Women reports
- Women and microelectronics, high technology
- Women in labour force
- Violence against women
- Effect of Constitution on Women
- Women and poverty

Native Peoples
- Native land claims
- Response of Indians, Inuit to Constitution
- Indians of specific regions - historical, anthropological

Constitution and Federal-Provincial Affairs

Relationships between Ottawa and specific provinces
Specific effect of constitution on various groups
  e.g. women
    law enforcement officers
    lawyers
    native groups

Immigration

Legislation affecting
Documentation required
Status of refugees

Citizenship

Materials available for new citizens
Rights of Canadian Citizens
Dual Citizenship
Words to O Canada.

Transportation

Light rapid transit - specific to British Columbia
ViaRail Services - general across country
Crow Rate issue
Ultralight aircraft
Flight regulations
Air traffic controllers

Planning and Land Use

Land freeze
Local zoning laws and effects on community, personal plans, etc.
Irrigation systems

International Affairs and Policy

Nuclear Disarmament, policy related to atomic/nuclear issues
Canada's policy on El Salvador
    Argentina and the Falkland Islands
Canadian part in rescue of American diplomats from Iran

Armed Forces, Law Enforcement Agencies

History of the RCMP - local
    - espionage and World War II
Effect of new Constitution on law enforcement
Reserve training
Canadian Legion Services
Coast Guard
MacDonald Commission
Use of dogs in police work
Fire investigation
Regulation of firearms

Language

Learning to speak French or English
Learning another labguage

Literature

Canadian novels - Margaret Atwood in particular
Acadian peoples in literature

Arts, Dance, Music

Canadian art history
Alternative art forms
Old time fiddling - researching old tunes
Contemporary Canadians artists, musicians
Group of Seven
Funding to the arts

Crafts

Rug hooking
Carving authentic duch decoys
Historically accurate cabinet making

Travel

Travel to specific regions
Use of national parks
Use of travel agents
Use of tourism information from federal/provincial sources

Ethnic Groups and Multiculturalism

Relationships between ethnic groups
Multicultural photography
Study of specific ethnic group

History

Family history (e.g. pioneers on the Prairies)
History of Canadian cities - what to see
Lives of Pioneer women
Kingston Fort - how it was constructed
French-English naval history
Frnech in the West
Exceptional Canadians
History of specific regions - usually combined with travel
Specific historical research - the Social Credit party
- the R.C.M.P.

Religion and Culture

Ways of life of other people
Study of the United Church of Canada
Coptic christians in Canada

Sports and Recreation

Participation, skill acquisition
Function of local recreation committee, provision of services
Coaching and refereeing, judging competitions
Community involvement in building a playground
Use of recreational services - e.g. canoeing, hiking, mountain climbing in national parks
Sailing in Canada Cup series, 1984.

Exceptional Canadians

Learning about exceptional Canadians
e.g. Terry Fox
Canadian skiers
Norman Bethune
Politicians

Special Regions of Canada

Many projects involved another category applied to a specific region of Canada. e.g. the Constitution and P.E.I.
the off-shore resources and Newfoundland
travel to the Yukon
growing vegetables/flowers in northern Alberta
nuclear energy in the Bruce peninsula
the Chinese community in Toronto
unemployment in Cape Breton

Other

Some learning projects did not fit into any other category and were classified as "Other". e.g. learning about the Governor General's duties

Appendix G.

Classification Scheme for Learning Resources

Persons - includes professionals
persons providing information
persons carrying out public/private service functions
friends, neighbours, family members

Public Services - includes Information services
Museums
Manpower and Employment Offices
Immigration Offices
Parks
Public Libraries
Public Archives

Other Services - includes private services such as
Travel Agencies
Sports/Recreational Centres

Publications - includes all resources materials in print and verbal forms, usually published. Including:
Newspapers
Magazines
Pamphlets
Books
Brochures
Travel materials

Audio-visual materials - includes all resources materials which are not in print/verbal form, such as:
Films
Pictures/slides
Audio and Videotapes
Maps
Paintings

Hands-on Equipment - includes all resources which require that the learner use the materials in the learning project in some way. For example:
Compasses
Building Plans
Binoculars
Cameras

Mixed Resources - usually involved persons, publications, and audio-visual combinations.

Other - resources which could not be classified in any other way. For example, birds, wild life, etc.

Appendix II.

Classification Scheme for Federal Learning Resources

Persons - included all persons who make direct contact with learners such as officers in Manpower, Employment, Information, Immigration offices; park personnel; persons working in libraries, museums, archives, etc

Information - included all information provided in verbal form through some agency of government. For example, the information provided through Manpower was often viewed as different than the persons who provided the information. These two aspects of any government service were evaluated in different terms.

Other Services - these services were those other than information services such as the Parks Services, services associated with museums and libraries, etc.

Publications - included all published materials available from some department or agency of the federal government.

Audio-visual - included all materials, other than piblished materials, available from some department or agency of the federal government. These included the Canadian Broadcasting Corporation, the National Film Board, as well as regular audio-visual materials (such as the Fit Kit) available from various governmental outlets.

Hands-on Equipment - included materials provided by governmental sources for direct learning such as building plans.

Funding - included all mentions of the need for, availability and use of funding for various programs from the federal government.

Other - this category included such things as government regulations, publicity, media coverage, promotional materials, etc.